DOCUMENT RESUME

ED 066 191 LI 003 826

TITLE	A Design for Library Services for the Standing Rock Sioux Tribe.
INSTITUTION	Minnesota Univ., Minneapolis. Bureau of Field Studies and Surveys.; National Indian Education Association, St. Paul, Minn.
SPONS AGENCY	Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.
PUB DATE	Jun 72
GRANT	OEG-0-71-4564
NOTE	197p.;(0 References)
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Adults; *American Indians; Bilingualism; Elementary School Students; *Information Needs; Library Facilities; *Library Services; Secondary School Students; *Students
IDENTIFIERS	*National Indian Education Association; NIEA

ABSTRACT

The Standing Rock Sioux Tribal Library Study is part of a national project designed to identify and meet the information needs of Indian people. Chapter I provides: (1) a description of the National Indian Education Association (NIEA) Library Project, (2) a summary description of the Standing Rock Sioux Reservation and (3) an overview of the report. Chapter II presents the design of the study and it relates to the Standing Rock Sioux Reservation. This chapter contains sections dealing with goals and objectives of the study and study procedures. The findings of the study are reported in the sections dealing with information needs of: (1) elementary pupils, (2) secondary students, (3) adults, (4) existing library facilities and services and (5) data on bilingual needs. These sections are included in Chapter III. The final chapter attempt to identify innovative delivery mechanisms and programs to meet the identified information needs of the Reservation. The presentation provides essential background information, administrative and organizational components of the proposed model, and suggestions regarding materials and delivery systems. (Related studies are LI003827-003830.) (Author/NH)

ED 066191

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

A DESIGN FOR LIBRARY SERVICES
FOR THE
STANDING ROCK SIOUX TRIBE

by the

NATIONAL INDIAN EDUCATION ASSOCIATION
2675 University Avenue
St. Paul, Minnesota

Grant Number OEG-0-71-4564
Library and Technology Bureau
U.S. Office of Education

"The project presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

Subcontractor for Technical Assistance

BUREAU OF FIELD STUDIES AND SURVEYS
Division of Educational Administration
College of Education
University of Minnesota
St. Paul, Minnesota

June, 1972

LI 003 826

NATIONAL INDIAN EDUCATION ASSOCIATION

PROJECT STAFF

Mr. Will Antell, Chippewa	Project Director
Mr. Joseph Sahmaunt, Kiowa	Field Director
Mr. Herschel Sahmaunt, Kiowa	Special Consultant
Mr. William Demmert, Jr., Tlingit	Special Consultant
Mrs. Mary Roy, Chippewa	Secretary

NIEA EXECUTIVE COMMITTEE
(LIBRARY PROJECT POLICY COMMITTEE)

Mr. Will Antell, Chippewa	President
Mr. Dillion Platero, Navajo	First Vice President
Mr. John Winchester, Potawatoni	Second Vice President
Mr. Elgie Raymond, Sioux	Third Vice President
Mr. William Demmert, Jr., Tlingit	Treasurer
Mrs. Rosemary Christensen Chippewa	Secretary

BUREAU OF FIELD STUDIES AND SURVEYS STAFF

Dr. Charles H. Sederberg	Bureau Director
Dr. Gary F. Alkire	Ass't. Bureau Director
Mr. Lee Antell, Chippewa	Research Assistant
Mr. Lowell Amiotte, Sioux	Research Assistant
Mr. David Beaulieu, Chippewa	Research Assistant

BUREAU OF FIELD STUDIES AND SURVEYS STAFF
(Continued)

Mr. Allen Ross, Sioux	Research Assistant
Mr. Kenneth Ross, Sioux	Research Assistant

BUREAU OF FIELD STUDIES AND SURVEYS CONSULTANTS

Mr. Lionel Bordeaux, Sioux, Doctoral Student, University of Minnesota	Educational Consultant
Dr. Vernon Hendrix, Professor of Educational Administration, University of Minnesota	Data Processing Consultant
Mr. David Gipp, Sioux Planner, Standing Rock Sioux Tribe	Community Consultant
Dr. Bruce Kittilson, Audio-Visual Services, St. Paul, Minnesota Public Schools	Media Consultant
Dr. Lowell Olson, Associate Professor of Library Science, University of Minnesota	Library Consultant
Dr. Samuel Popper, Professor of Educational Administration, University of Minnesota	Relations Consultant
Mrs. Lotee Smith, Comanche, Library Services, Norman, Oklahoma	Library Consultant
Miss Jean-Ann South, Doctoral Student Columbia University	Library Consultant

STANDING ROCK SIOUX TRIBAL COUNCIL

Mr. Melvin White Eagle	Chairman
Mr. August Carry Moccasin	Senior Councilman
Mr. Duane Claymore	Senior Councilman

STANDING ROCK SIOUX TRIBAL COUNCIL
(Continued)

Mr. George Dunn, Jr.	Senior Councilman
Mr. Phillip Eagle	Senior Councilman
Mr. Wilfred Skinner	Senior Councilman
Mr. Albert Two Bears	Senior Councilman
Mr. Charles White	Senior Councilman
Mr. Ambrose Antelope	Junior Councilman
Mr. Harry Fast Horse	Junior Councilman
Mrs. Alvina Greybear	Junior Councilwoman
Mr. Pat McLaughlin	Junior Councilman
Mr. Harold Murphy	Junior Councilman
Mr. Wallace Sleeps	Junior Councilman
Mr. Garfield Shooting Bear	Junior Councilman

COMMUNITY REPRESENTATIVE

Mr. David Gipp

PROJECT INTERVIEWERS

Mr. Victor Brown Eagle	Little Eagle, South Dakota
Mr. Francis J. Gipp	Fort Yates, North Dakota
Mr. Gilbert Kills Pretty Enemy	Bullhead, South Dakota
Mrs. Salina B. Mellette	Wakpala, South Dakota
Mr. Joseph Pointe	Fort Yates, North Dakota

PROJECT INTERVIEWERS
(Continued)

Mrs. Louise Pointe	Fort Yates, North Dakota
Mrs. Zona Thunder Hawk	Cannonball, North Dakota
Mr. Robert Yellow Fat	Kenel, South Dakota

TABLE OF CONTENTS

Chapter   Page

I INTRODUCTION 1
The NIEA Library Project 1
Standing Rock Sioux Indian Reservation 4
Overview of the Report 8

Chapter

II DESIGN OF THE STUDY 9
Goals and Objectives 9
Study Procedures 15
Definition of the Problem 15
Identifying and Sampling Appropriate Sub-Populations 16
Adult Sample 17
Samples of Students and Teachers 21
Out-of-School Youth Sample 28
Development of Instruments 28
Collection of the Data 31
Processing and Analysis of Data 36

Chapter

III RESULTS OF THE STUDY 39
Informational Needs of Elementary Pupils 39
School and Learning 41
American Indian Culture 44
Recreation 49

TABLE OF CONTENTS (Continued)

Chapter | | Page
III Health and Safety 51
Current Events 53
Indians in the City 55
Using Goods and Services 58
Family Life 59
Categories for Elementary Teachers Only 62
Informational Needs of Secondary Students 66
Health and Safety 67
Legal and Civil Rights 68
Occupational and Vocational Information 70
General Education 73
Family Life 76
Indians in Urban Society 78
Service Agencies 81
Contemporary Events 85
Recreation 88
Consumer Information 90
American Indian Culture 92
Professional Needs 96
Adult Information Needs 97
Legal and Civil Rights 98
Occupational and Vocational Information 99
Health and Safety 101

TABLE OF CONTENTS (Continued)

Chapter Page

III Service Agencies 101

American Indian Culture 101

General Education 104

Indians in Urban Society 106

Consumer Information 106

Contemporary Events 108

Recreation 108

Family Life 108

Existing Library Facilities 111

Library Inventory Results 111

BIA School Libraries 116

Public School and Other Libraries 117

Responses to Questionnaire Categories Dealing with Media Access, Information Consumer Habits, and Library Access 124

Bilingualism 136

Chapter

IV TRIBAL LIBRARY AND INFORMATION CENTER 138

Community Factors 138

Description of Library Model 139

Governance 140

Administration 140

Job Descriptions 142

TABLE OF CONTENTS (Continued)

Chapter Page

IV Community Relations 144

Standing Rock Tribal Library 148

Program Elements 151

Research Guidelines 153

Material Selection 160

Delivery Mechanisms 163

Library Programs 173

Self-Concept 181

Implementation: The Next Step 182

LIST OF TABLES

Number Page

1 Standing Rock Sioux Reservation Housing District Data Used in Drawing the Stratified Random Sample 18

2 Ranking of Items in the School and Learning Component of the Elementary Pupil Informational Need Questionnaire at Standing Rock Reservation During 1971-72 42

3 Ranking of Items in the Academic Discipline Informational Needs Category for Elementary Pupils at the Standing Rock Sioux Reservation as Perceived by their Teachers . . . 43

4 Ranking of Items in the American Indian Culture Information Need Category by Elementary Pupils at Standing Rock Sioux Reservation 45

5 Ranking of Items in the American Indian Culture Information Needs Category for Elementary Pupils at Standing Rock Sioux Reservation as Perceived by their Teachers 48

6 Ranking of Items in the Recreation Informational Need Area by Elementary Pupils at Standing Rock Sioux Reservation 50

7 Ranking of Items in the Recreation Information Area for Elementary Pupils at the Standing Rock Sioux Reservation as Perceived by their Teachers 51

8 Ranking of Items in the Health and Safety Informational Needs Category by Elementary Pupils at the Standing Rock Sioux Reservation 52

9 Ranking of Items in the Health and Safety Informational Needs Area for Elementary Pupils at the Standing Rock Sioux Reservation as Perceived by their Teachers . . . 53

10 Ranking of Items in the Current Events Informational Needs Area by Elementary Pupils at the Standing Rock Sioux Reservation 54

11 Ranking of Items in the Contemporary Events Area for Elementary Pupils at the Standing Rock Sioux Reservation as Perceived by their Teachers 55

12 Ranking of Items in the Indians in the City Informational Category by Elementary Pupils at Standing Rock Sioux Reservation 56

LIST OF TABLES (Continued)

Number		Page
13	Ranking of Items in the American Indians in Urban Society Information Needs Area for Elementary Pupils at Standing Rock Sioux Reservation as Perceived by their Teachers . . .	57
14	Ranking of Items in the Using Goods and Services Informational Need Category by Elementary Pupils at Standing Rock Sioux Reservation	58
15	Ranking of Items in the Consumer Information Area for Elementary Pupils at the Standing Rock Sioux Reservation as Perceived by their Teachers	59
16	Ranking of Items in the Family Life Information Category by Elementary Pupils at the Standing Rock Sioux Reservation	60
17	Ranking of Items in the Family Life Informational Needs Category for Elementary Pupils at Standing Rock Sioux Reservation as Perceived by their Teachers	61
18	Ranking of Items in the Professional Informational Needs by Elementary Teachers at Standing Rock Sioux Reservation . .	62
19	Ranking of Items in the Occupational and Vocational Informational Needs Area for Elementary Pupils at the Standing Rock Sioux Reservation as Perceived by their Teachers . . .	63
20	Ranking of Items in the Service Agencies Informational Needs Area for Elementary Pupils at the Standing Rock Sioux Reservation as Perceived by their Teachers	64
21	Ranking of Items in the Legal and Civil Rights Informational Needs Area for Elementary Pupils at the Standing Rock Sioux Reservation as Perceived by their Teachers . . .	65
22	Ranking of Items in the Health and Safety Information Category by Secondary Students on the Standing Rock Reservation	69
23	Ranking of Items in the Health and Safety Information Category by Secondary Teachers on the Standing Rock Reservation	69
24	Ranking of Items in the Legal and Civil Rights Information Category by Secondary Students on the Standing Rock Reservation	71

LIST OF TABLES (Continued)

Number Page

25 Ranking of Items in the Legal and Civil Rights Information Category by Secondary Teachers on the Standing Rock Reservation 71

26 Ranking of Items in the Occupational and Vocational Information Category by Secondary Students on the Standing Rock Reservation 72

27 Ranking of Items in the Occupational and Vocational Information Category by Secondary Teachers on the Standing Rock Reservation 72

28 Ranking of Items in the General Education Category by Secondary Students on the Standing Rock Reservation . . . 74

29 Ranking of Items in the Academic Discipline Category by Secondary Teachers on the Standing Rock Reservation . . . 75

30 Ranking of Items in the Family Life Information Needs Category by Secondary Students at the Standing Rock Sioux Reservation 77

31 Ranking of Items in the Family Life Informational Category for Secondary Students on Standing Rock Sioux Reservation as Perceived by their Teachers 77

32 Ranking of Items in the Indians in Urban Society Informational Needs Category by Secondary Students at Standing Rock Sioux Reservation 79

33 Ranking of Items in the American Indians in Urban Society Informational Needs Category for Secondary Students at the Standing Rock Sioux Reservation as Perceived by their Teachers 82

34 Ranking of Items in the Service Agency Information Category by Secondary Students on the Standing Rock Sioux Reservation 83

35 Ranking of Items in the Service Agency Informational Category for Secondary Students on Standing Rock Reservation as Perceived by their Teachers 84

36 Ranking of Items in the Contemporary Events Information Category by the Secondary Students in the Standing Rock Community 86

LIST OF TABLES (Continued)

Number Page

37 Ranking of Items in the Contemporary Events Information Category for the Secondary Students in the Standing Rock Community as Perceived by Secondary Teachers 86

38 Ranking of Items in the Recreation Information Category by the Secondary Students in the Standing Rock Community 89

39 Ranking of Items in the Recreation Information Category for the Secondary Students in the Standing Rock Community as Perceived by Secondary Teachers 89

40 Ranking of Items in the Consumer Information Category by the Secondary Students in the Standing Rock Community . . 91

41 Ranking of Items in the Consumer Information Category for the Secondary Students in the Standing Rock Community as Perceived by Secondary Teachers 91

42 Ranking of Items in the American Indian Culture Information Category by the Secondary Students in the Standing Rock Community 93

43 Ranking of Items in the American Indian Culture Information Category for the Secondary Students in the Standing Rock Community as Perceived by Secondary Teachers . . 96

44 Ranking of Items in the Professional Needs Information Category for the Secondary Teachers in the Standing Rock Community as Perceived by Secondary Teachers . . 97

45 Ranking of Items in the Legal and Civil Rights Information Category from the Adult Interview Schedule on the Standing Rock Reservation 99

46 Ranking of Items in the Occupational and Vocational Information Category from the Adult Interview Schedule on the Standing Rock Reservation 100

47 Ranking of Items in the Health and Safety Information Category from the Adult Interview Schedule on the Standing Rock Reservation 100

48 Ranking of Items in the Service Agency Information Category from the Adult Interview Schedule on the Standing Rock Reservation 102

LIST OF TABLES (Continued)

Number Page

49 Ranking of Items in the American Indian Culture Information Category from the Adult Interview Schedule of the Standing Rock Reservation 103

50 Ranking of Items in the General Education Information Category from the Adult Interview Schedule on the Standing Rock Reservation 105

51 Ranking of Items in the American Indian in Urban Society Information Category from the Adult Interview Schedule on the Standing Rock Reservation 107

52 Ranking of Items in the Consumer Information Category from the Adult Interview Schedule on the Standing Rock Reservation 109

53 Ranking of Items in the Contemporary Events Information Category from the Adult Interview Schedule on the Standing Rock Reservation 109

54 Ranking of Items in the Recreational Needs Information Category from the Adult Interview Schedule on the Standing Rock Reservation 110

55 Ranking of Items in the Family Life Information Category from the Adult Interview Schedule on the Standing Rock Reservation 110

56 An Inventory of the Library Plant Facilities on the Standing Rock Sioux Reservation 112

57 An Inventory of the Library Printed and Related Materials on the Standing Rock Sioux Reservation 113

58 An Inventory of Audio-Visual Equipment in the Library Facilities on the Standing Rock Sioux Reservation . . . 114

59 An Inventory of Staffing in the Library Facilities on the Standing Rock Reservation 115

60 Tabulation of Elementary Pupil Responses to Items Concerned with the Availability of Media in Homes on the Standing Rock Reservation 125

61 Tabulation of Elementary Pupil Responses to Items Dealing with Use of Existing Library Facilities 127

LIST OF TABLES (Continued)

Number Page

62 Tabulation of Secondary Student Responses to Items Dealing with the Utilization of Existing Library Facilities on the Standing Rock Reservation 127

63 Tabulation of Secondary Student Responses to Items Dealing with the Availability and Utilization of Media in the Home .129

64 Tabulation of Adult Responses to Items Designed to Assess the Availability and Utilization of Media in the Homes on the Standing Rock Reservation 131

65 Tabulation of Adult Responses to Interview Items Dealing with Library Access and Utilization on Standing Rock Reservation 132

66 Tabulation and Utilization of Media Available in Tribal or Community Centers on the Standing Rock Reservation . .135

LIST OF FIGURES

Number		Page
I	Map of the Standing Rock Sioux Indian Reservation	6
II	Proposed Symbol for the Standing Rock Sioux Tribal Library . .	150

CHAPTER I

INTRODUCTION

The Standing Rock Sioux Tribal Library Study is part of a national project designed to identify and meet the informational needs of Indian people. The project is operated by the National Indian Education Association (NIEA) under Grant No. OEG-0-71-4564 from the Library and Technology Bureau of the U. S. Office of Education. This Chapter provides 1) a description of the NIEA Library Project, 2) a summary description of the Standing Rock Sioux Reservation, and 3) an overview of the report.

THE NIEA LIBRARY PROJECT

The Library and Technology Bureau of the U. S. Office of Education was concerned because federal expenditures for library programs appeared to have little direct impact on the unmet informational needs of minority groups including American Indians. To remedy this situation, the Library and Technology Bureau sought to establish research and development programs that would identify informational needs of minority groups and would establish demonstration centers where special materials and unique delivery mechanisms could be evaluated. In its desire to assist and serve Indian people, the Library and Technology Bureau sought an Indian organization which was national in scope, dedicated to improving the quality of social life among Indian people, and could relate to a variety of tribal agencies. After a considered review of appropriate Indian organizations, the National Indian Education Association was invited to submit a proposal. A proposal was submitted, evaluated under Library and Technology Bureau criteria, revised, and finally approved for funding.

The project proposed a four-phase program including (1) the involvement of Indian people in the identification of informational needs and delivery mechanisms, (2) implementation of demonstration programs which feature innovative delivery mechanisms and unique services, (3) operation of the demonstration centers to field test the applicability of the test programs, and (4) evaluation of the demonstration centers to determine their effectiveness. These four phases were intended for implementation during four successive fiscal years starting July 1, 1971.

The initial or planning phase of the project is reflected in the following summarized study design outline:

A. The purposes or objectives of the first phase study were to obtain quantitative answers to the following questions:

   1. What special informational needs do Indian pupils in selected school communities have at the elementary grade level that can be met by special library services?

   2. What are the special informational needs of secondary level Indian students in selected school communities that can be met by innovative library services?

   3. What informational needs are experienced by Indian adults in the selected communities that could be met by special library services and programs?

   4. What special materials and delivery mechanisms hold greatest promise for meeting the identified informational needs?

B. The sequential activities spelled out in the project proposal were as follows:

1. Organize an NIEA Library Project Policy Committee to make policy for project operation and site selection. The five-member Library Project Policy Committee consists of the Project Director and the NIEA Executive Board.

2. Select three demonstration sites in accordance with the following general guidelines:

   a. The community must be served by a public or federal school in which fifty (50) per cent or more of the students in grades K-12 are of American Indian ancestry.

   b. Willingness to participate and cooperate in research and demonstration activities must be expressed by both educational and tribal government.

   c. The school community must have a history of educational and [illegible] planning and development. A library [illegible] and development project must be integrated into local school and community development plans.

   d. The school and community government must declare their intent to continue library demonstration projects which prove successful.

   (Note: The three demonstration sites are (1) Rough Rock Community School, Navajo Reservation, Arizona, (2) Standing Rock Sioux Reservation, Fort Yates, North Dakota, and (3) St. Regis Mohawk Reservation, New York.)

3. Conduct an intensive study of existing library services and informational needs in the selected Indian communities.

C. The data collected in the project served as a base for developing unique library demonstration models for each Indian community demonstration site.

Because the NIEA was a relatively new Indian organization without a research staff, it contracted with the Bureau of Field Studies and Surveys, College of Education, University of Minnesota for technical assistance. To perform the contract, the Bureau of Field Studies and Surveys employed five Indian research assistants who, with the NIEA

Field Director, constructed, administered, and analyzed results from questionnaires, interview schedules, and other data-gathering instruments. In addition to the five Minnesota - based research assistants, the Bureau of Field Studies and Surveys retained three Indian graduate students at Harvard University to carry out research operations on the St. Regis site.

THE STANDING ROCK SIOUX INDIAN RESERVATION

The model for the Standing Rock demonstration tribal library was developed to meet the unique needs and circumstances of the Indian community. This section provides general background information about the Reservation which was collected by the study team prior to developing the proposed library model.

The Standing Rock Sioux Indian Reservation is located with about one-third of the reservation land in North Dakota and two-thirds in South Dakota. The total area of the Reservation is 2,332,483 acres, of which 1,487,619 acres are listed as non-Indian land. Of the remaining 844,864 tribal acres, 534,371 acres are owned by individuals. A map is provided in Figure I.

The total resident population of the Reservation in 1966 was 10,841, of which 4,700 were Indians. Another 4,200 tribal members live off the Reservation and were not counted in the resident population. The largest concentration of Indians is in Fort Yates, North Dakota, where the population is approximately 1,500. The Bureau of Indian Affairs Agency, the Tribal Office of Economic

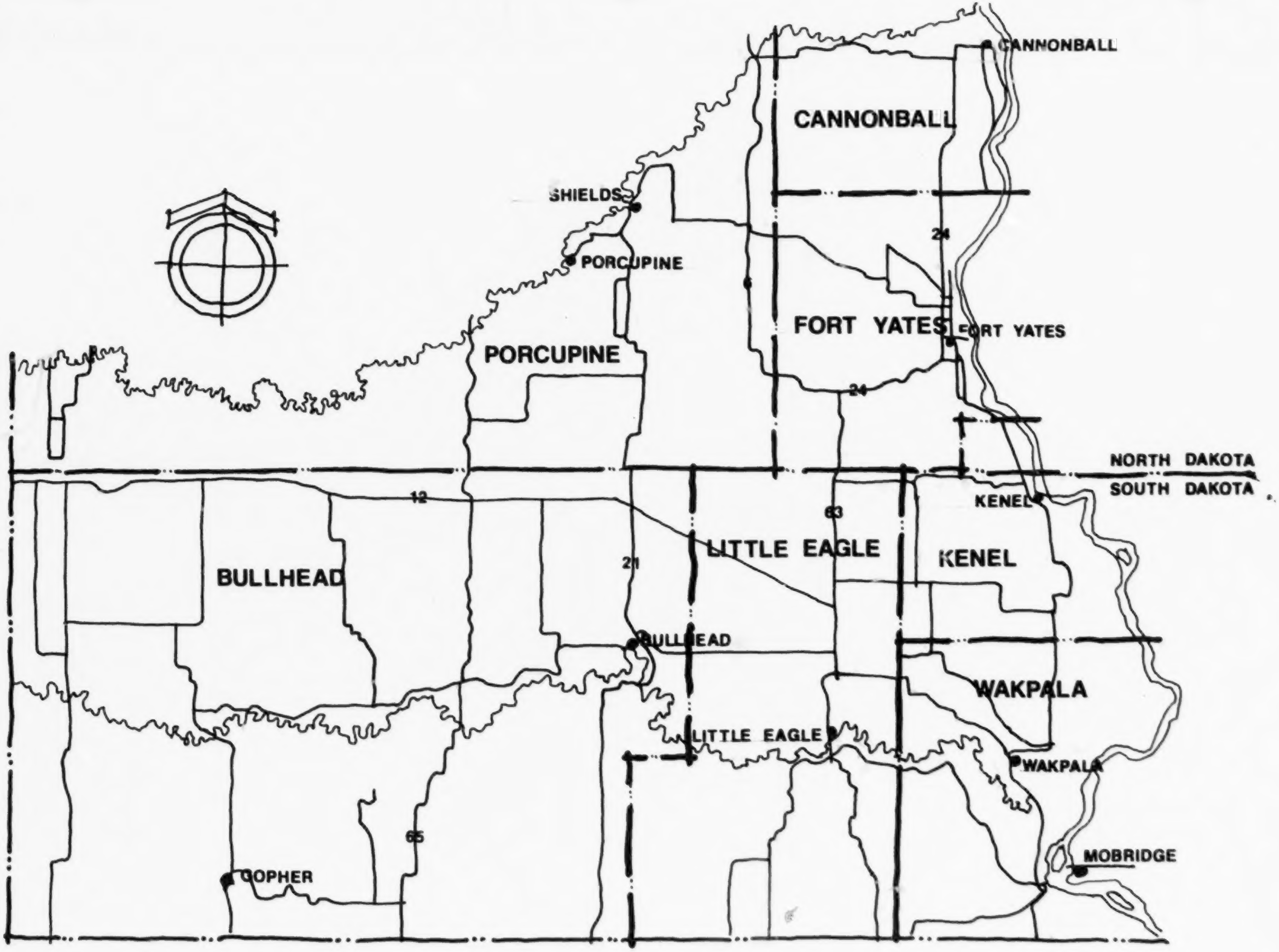

CANNONBALL
CANNONBALL
SHIELDS
PORCUPINE
24
FORT YATES
FORT YATES
PORCUPINE
24
NORTH DAKOTA
SOUTH DAKOTA
KENEL
12
63
LITTLE EAGLE
KENEL
21
BULLHEAD
BULLHEAD
WAKPALA
LITTLE EAGLE
WAKPALA
65
MOBRIDGE
GOPHER
Reservation Districts

Fig I Standing Rock Reservation

Opportunity, and Public Health Service are all located in Fort Yates. This community has a small business district with two grocery stores, a motel, and two restaurants.

The following six smaller Indian communities are also located on the reservation:

- -- Cannonball, North Dakota - located about 30 miles north of Fort Yates.
- -- Shields, North Dakota.
- -- Wakpala, South Dakota - located 41 miles south of Fort Yates.
- -- Bullhead, South Dakota - located 38 miles south and west of Fort Yates.
- -- Kenel, South Dakota - located south and east of Fort Yates.
- -- Little Eagle, South Dakota - located 46 miles south of Fort Yates.

The Bureau of Indian Affairs provides water services to Fort Yates, Cannonball, Wakpala, Bullhead and Little Eagle. The other communities are served by public water systems. The Bureau also provides sewer systems for the communities. The BIA also offers the following services to the Indian communities: (1) Education (2) Social Services (3) Law and Order (4) Fire Protection (5) Land Operations, and (6) Realty Management.

The Public Health Service operates a 34-bed hospital with facilities for 18 adults and 16 children. The typical in-patient service load ranges from 20 to 26 patients. The Public Health Service operates out-patient clinics four days per week, with one day set aside for pre-natal care. Citizens may receive out-patient care once a week in the communities of Cannonball, Wakpala and Bullhead. A health center located at McLaughlin is open 5 days per week with dental care available; dental clinics are also held at Fort Yates. Both places have two chairs and emphasize child dental care. The Public Health Service provides eye examinations but refers the patients to Bismarck for eye glasses on a contractual basis. The PHS also provides transportation for those who need access to services other than those offered at Fort Yates. A social services section designed to help patients with mental and alcoholic problems, a Public Health Nursing Program concerned with tuberculosis control, and a Health Education Program are located at McLaughlin.

With the help of the Economic Development Administration, the Office of Economic Opportunity is attempting to repurchase lands formerly owned by the tribe for tribal development. OEO is working on the improvement of cattle raising, the establishment of an Indian-owned bank, better housing, and better business opportunities. Other programs under other auspices include the initiation of a McBee data-gathering system, the Community Action Program Management Improvement Plan, the Home Improvement Program, Head Start, Public Services Careers, and the Standing Rock Sioux Reservation Alcoholism Program.

The Reservation is isolated and lacks a good transportation system. There are no bus, train, or plane routes connecting the reservation with surrounding population centers. There is a thin network of federal and state highways. Electrical service is provided by the Mar-Grand Electric Co. and telephone service by the West River Mutual Telephone Co.

The Standing Rock Tribal Council made extensive plans for development of Reservation services and facilities. A comprehensive plan has been developed which calls for a retirement complex, a community center, a skills training center, commercial and industrial development, and acquisition of additional tribal land. The retirement center has been completed, and the community center where the demonstration library program is to be housed will be completed in 1973. The planning and development activities on Standing Rock have been cited as a model for other reservations.

OVERVIEW OF REPORT

Chapter II presents a detailed design of the study. It describes the goals and objectives of the study, development of study procedures, development of instruments, and the collection and analysis of data. Chapter III presents the results of the study. The informational needs as perceived by elementary and secondary students, their teachers, and by adults are identified. An inventory of library facilities on the reservation is included. Chapter IV proposes a model for a demonstration Tribal library and information center on the Standing Rock Reservation. The model includes both suggested content and delivery mechanisms.

CHAPTER II

DESIGN OF THE STUDY

This chapter presents the design of the study as it related to the Standing Rock Sioux Reservation. The design of the study is discussed in sections dealing with 1) goals and objectives of the study and 2) study procedures.

GOALS AND OBJECTIVES OF THE STUDY

The ultimate goals and objectives of this study are expressed in the statement of purpose contained in the original project proposal as follows:

> "The purpose of this project is to plan, develop, and demonstrate library programs that meet informational needs in Indian communities. The project is planned in four phases: (1) identification of informational needs through intensive research in selected Indian school communities and develop proposed delivery systems intended to meet these needs, (2) implementation of demonstration programs, (3) operation of demonstration centers, and (4) evaluation of demonstration center effectiveness. This proposal implements the first phase of the total project. Its activities include (1) identification of three research and demonstration sites in accordance with developed criteria, (2) identification of informational needs at the elementary, secondary, and adult levels in the selected school communities, and (3) development of plans for demonstration centers using special materials and delivery mechanism."

The need for goals and objectives for libraries serving Indian people became apparent early in the initial phase of the project. The team of Indian research assistants reviewed the problems of information access and utilization based on their personal experience on and off reservations. They developed a set of criteria which gave direction to this initial research phase of the project and which may serve as performance - type objectives by which the success of the demonstration sites can eventually be evaluated. The list of objectives has been subject to revision and refinement as a result of interaction with officials, educators, and citizens on each site during early stages of project development. The goal statements for a good Indian library - informational service system and for the Standing Rock demonstration project are listed below. A library which effectively meets the needs of Indian people must do the following:

1. All library and related services should be incorporated into a single coordinated organizational structure with policy formulation by a local agency or tribal government. Rationale: A library-information system which will be responsive to the needs of Indian people must not be fragmented among various agencies and must be subject to Indian policy control.
2. The level of financial support from all public and/or private sources must be adequate to support a relatively complete program. Rationale: Sustained financial support is essential to insure on-going service to Indian communities; the impact of library-informational services must be delivered over a long period of time.
3. Library-informational services should offer learning experiences to all persons in the Indian community as a supplement to and enrichment of formal education. Rationale: Indian people need access to a variety of educational media in

order to meet their needs to acquire a variety of information and skills.

4. The library-informational service center should serve as a repository of Indian culture and provide material for instruction in Indian culture for all persons in the community. Rationale: The Indian culture has not been preserved in a written literary tradition; the written record of the Anglo society has presented a negatively biased image of Indians in American life.
5. The library should provide information concerning service agencies that affect the quality of life of the Indian community. Rationale: Indian people need this information; without it they continue to suffer hardships because they are unaware of available help and resources.
6. The library should provide information concerning all aspects of family life. Rationale: The Indian family has been threatened by federal Indian policies and intense social problems. A clearer understanding of family life styles, individual roles, and relationships with others can assist in promoting Indian family solidarity.
7. The library should provide information regarding living conditions for Indians in urban areas. Rationale: Indian people are part of the trend to urbanization in the United States; they need to anticipate the effect of urban settings on their life styles and the adjustments they must make.
8. The library should make available information about legal actions and civil rights. Rationale: Indians are often oppressed

individually and collectively because they lack access to legal and civil rights information. In many situations, this information could insure both increased freedom and security.

9. The library-informational service center should provide information regarding occupations and vocations. Rationale: Economic growth and employment opportunity will continue. People in the Indian communities need to keep abreast of changes and their implications for them.

10. The library should provide information on consumption of goods and services. Rationale: Indian communities have traditionally been consumer-oriented rather than producer-oriented. Knowledge and understanding of the basic consumption processes will assist Indian individuals and communities in utilizing their resources.

11. The library should provide information to assist tradesmen and professionals in keeping abreast of trends in their fields. Rationale: Individual growth in one's profession is essential for meeting needs in a changing society.

12. The library should provide information on personal and community health and safety. Rationale: Indian communities have a documented history of problems in the areas of health and safety which could be reduced by the availability and utilization of appropriate specialized knowledge.

13. The library-informational service center should provide information on recreation. Rationale: Unemployment, underemployment, isolation, and other factors present special problems in the utilization

of leisure time in Indian communities. Indian people need to be aware of the many and varied recreational options available to them.

14. The library and related services must be available to the residents of the Indian community when they are able to use them. Rationale: An institution which provides the public with a service should be cognizant of the periods of time which are most conducive to the interests of its client population.

15. The library-informational service center should employ local, trained Indian persons. Rationale: Personal identification with the library and/or related service staff contributes to sensitivity for local needs and adds a sense of professionalism to the morale of the staff.

16. The employees of the library-informational service center should provide service in a manner which does not alienate Indian people in a facility that honors their backgrounds and traditions. Rationale: A library-media complex in an Indian community should be appealing, comfortable, accessible, and functional to insure its maximum usage.

17. The library should promote its own functions by being in tune with other program operations in the community. Rationale: A library program which supports elementary and secondary education, housing, self-help programs, recreation, community social events and similar activities becomes an integral part of the community and earns its support.

18. The library-informational service center should provide specialized services based upon the unique needs--physical, emotional, and others--of the entire community population. Rationale: Many agencies and institutions do not fulfill their roles because they do not take into consideration the needs of the minorities within the minority. A community library effort should show evidence of attempting to serve all members of the community.

Another major goal of the project was the involvement of Indian people. A major weakness of library services for American Indians, including those on the Standing Rock Reservation, has been a lack of Indian involvement in planning and operation. Indian people have not participated in a meaningful manner in research to determine what Indian people need or want to know. To achieve this goal, an American Indian was hired by the National Indian Education Association to be the project Field Director. Also, five American Indian graduate students at the University of Minnesota were hired as project research assistants. The questionnaires utilized by the project were developed by the Indian research assistants and the project Field Director. Local Indian people were employed to administer the adult questionnaires. These Indian interviewers were trained by the Indian research team prior to their conducting the interviews. The Indian research assistants also administered the questionnaires to the samples of Indian elementary pupils, secondary students, and teachers at both levels.

These procedures and the involvement of Indian research assistants insured Indian input and an Indian point of view, or Indian perspective, for the entire Indian Library Project on the Standing Rock Sioux Indian Reservation.

STUDY PROCEDURES

The development or design of the study was a systematic process. After the goals and objectives had been clarified, the major sequential steps were 1) defining the problem in terms of specific questions to be answered, 2) identifying and sampling appropriate sub-populations on the Standing Rock Reservation, 3) developing the questionnaires and interview schedule instruments, 4) collecting data, and 5) analyzing collected data. The total study was actually guided by six related but separate designs that are combined and reported as one master design in this chapter.

DEFINITION OF THE PROBLEM

The overall problem addressed by the project was defined specifically by the following questions:

1. What are the informational needs of elementary school pupils, secondary school students, out-of-school youth, and adults as indicated by their ratings on the importance of having library-type informational services available in the following categories?
    a. American Indian culture
    b. Family life
    c. The American Indian in urban society
    d. Service agencies
    e. Legal and civil rights
    f. Occupations and vocations
    g. Consumer information

   h. Academic disciplines
   i. Health and safety
   j. Recreation
   k. Contemporary events

2. How do elementary and secondary teachers rate the importance of information in the above categories for their students?
3. What library or related services are currently available to the Indian young people and adults on the Standing Rock Reservation and how accessible are they?
4. What economic, social, and geographic characteristics of the Reservation area would have a bearing on the type of library-informational services and delivery mechanisms required to meet identified needs?
5. What type of library demonstration model would meet the identified needs most effectively and efficiently on the Standing Rock Sioux Reservation?

IDENTIFYING AND SAMPLING APPROPRIATE SUB-POPULATIONS

The major purpose of this study was to identify the informational needs of the people living on the Standing Rock Sioux Reservation. In order to avoid generalizing away important variations in the perception of informational needs among the people of the Standing Rock Sioux Community, the community was stratified into four sub-population groups: elementary pupils, secondary students, out-of-school youth, and adults. Representative samples of elementary and secondary teachers were also drawn, but they were not regarded as sub-populations of the community whose informational needs were a primary concern of of the project. Instead, the data gathered from the teachers were used as a second source of information about the needs of elementary and secondary pupils.

THE ADULT SAMPLE

The most current and complete frame available for drawing a random sample of Standing Rock adults was the 1971 Reservation Housing Inventory. This inventory counted Indian households in seven reservation districts. The following procedures were used in drawing the random sample:

1) A total of sample N of 100 adults was selected representing approximately 5 percent of a total Indian population approaching 4,700 persons in which slightly under 48 per cent were 19 years of age and older.
2) The counted households in each reservation district were numbered consecutively.
3) The number of households in each district was divided by the total number of households on the reservation to yield a proportion or per cent of the total sample. The reservation districts, the number of housing units in each, the number of district household units as a per cent of the reservation total, and the number of district units to be included in the total sample are presented in Table 1.

TABLE I

STANDING ROCK SIOUX RESERVATION HOUSING DISTRICT DATA USED IN DRAWING THE STRATIFIED RANDOM SAMPLE

District	Number of Household Units	Per Cent of Reservation Total	Number of District Units in Sample
Bullhead	134	15	15
Cannon Ball	141	15	15
Fort Yates	235	26	26
Kenel	69	8	8
Little Eagle	184	20	20
Porcupine	53	6	6
Wakpala	91	10	10
Total	907	100	100

4) A Fisher-Yates table of random numbers was employed to select the required number of households from each of the reservation districts. Duplicate numbers were replaced. In addition to the sample, a replacement pool of names was drawn at random from each of the seven districts to be used as replacements if subjects drawn in the original sample were unavailable. Each household was identified by the name of the head of household. A coin(s) was used to determine whether the maternal or paternal head of the household would be the interviewee and to select a particular family in multiple households.

5) The names of the sample interviewees and the replacement pool with addresses were listed on separate pages by district for assignment to local interviewers.

Characteristics of the Adult Sample

The stratified random sample of adults drawn from the seven districts of the Standing Rock Sioux Reservation had the following characteristics:

a. Size of sample: 100

b. Distribution by sex:

Sex	Number	Per Cent
Male	44	44
Female	51	51
No response	5	5

c. Distribution by age group:

Age Group	Number	Per Cent
15-20	3	3
21-30	19	19
31-40	24	24
41-60	37	37
60 and over	15	15
No response	2	2

d. Highest grade completed in school:

Range of Grades Completed	Number	Per Cent
1-3	5	5
4-6	8	8
7-8	20	20
9-10	24	24
11-12	40	40
No response	3	3

e. Post-high school education completed:

Years of Post-High School Education	Number	Per Cent
None	77	77
1	12	12
2	5	5
3	1	1
Over 3	2	2
No response	3	3

f. Courses in adult education:

Number of courses	Number	Per Cent
None	68	68
Some	22	22
Completed GED	7	7
No response	3	3

g. Fluency in native Indian language:

Indian Language Skills	Number	Per Cent
Speaking	79	79
Reading	46	46
Writing	30	30

h. Fluency in the English language:

English Language Skills	Number*	Per Cent
Speaking	96	96
Reading	96	96
Writing	95	95

*Note: Only one respondent in the sample indicated no English language skills in the three areas. The balance of the respondents indicated "no response".

i. Classification of employment at time of the survey:

Employment Description	Number	Per Cent
Self-employed	8	8
Government job	21	21
Tribal job	22	22
Commercial or industrial	3	3
Unemployed	44	44
No response	2	2

SAMPLES OF STUDENTS AND TEACHERS

The Educational Services Branch of the Bureau of Indian Affairs was used as a source of information concerning elementary and secondary Indian students and teachers. A summary of the most current available data indicated that there are approximately 886 elementary Indian youngsters and 457 secondary Indian youngsters attending school on the reservation.

Because of the more intense informational needs of school-age young people and because of the variability in their interests and needs, relatively large representative samples of all pupils in grades 4-6 and students in grades 9-12 were drawn. The samples included a) all pupils in grades 4-6, b) all teachers of grades 4-6, c) all Indian students in grades 9-12, and d) all secondary teachers in the selected schools. To obtain representative samples of students and teachers, the following schools were selected:

Bullhead Grade School (Grades 1-6)
Bullhead, South Dakota

Total Enrollment	87
Indian Students	87
No. of Teachers	6

Cannonball Public School (Grades 1-6)
Cannonball, North Dakota

Total Enrollment	120
Indian Students	120
No. of Teachers	---

Little Eagle Day School (Grades 1-6)
Little Eagle, South Dakota

Total Enrollment	110
Indian Students	110
No. of Teachers	---

Fort Yates Community School (Grades 1-12)
Fort Yates, North Dakota

Total Enrollment	644
High School Enrollment	280
Total Indian Students	467
Elementary Teachers	21
Secondary Teachers	25

Characteristics of Elementary Pupil Sample

The sample of the elementary pupil population had the following characteristics:

a. Size of sample: 195

b. Distribution by sex:

Sex	Number	Per Cent
Male	97	49
Female	97	49
No response	1	0

c. Distribution by grade level:

Grade	Number	Per Cent
4	67	34
5	61	31
6	67	34

d. Ability to speak native Indian language:

Speaking Skill	Number	Per Cent
Yes	112	57
No	81	41
No response	2	1

Characteristics of Secondary Student Sample

The sample of secondary Indian students on the Standing Rock Reservation had the following characteristics:

a. Size of sample: 180

b. Distribution by sex:

Sex	Number	Per Cent
Male	96	53
Female	65	36
No response	19	10

c. Distribution by age group:

Age Group	Number	Per Cent
12-13	5	2
14-15	51	28
16-17	81	44
18-19	29	16
20+	7	3
No response	7	3

d. Fluency in native Indian language:

Indian Language Skill	Number*	Per Cent
Speaking	67	37
Reading	50	27
Writing	32	17

*Note: The number of "no response" answers to the three skill items were 20, 23, and 26, respectively. The balance of the respondents indicated no skills in the language.

e. Distribution of plans for the future:

Future Plans	Number	Per Cent
Attend College	77	42
Attend Voc-Tech School	18	9
Military Service	20	11
Go To Work	12	6
Undecided	34	18
No Response	19	10

f. Preference for location of future employment:

Location	Number	Per Cent
On the Reservation	49	27
Off the Reservation	104	57
No Response	27	14

g. Experience of having lived off the Reservation:

Response	Number	Per Cent
Yes	86	47
No	66	36
No Response	28	15

Characteristics of Elementary Teacher Sample

The sample of elementary classroom teachers on the Standing Rock Reservation had the following characteristics:

a. Size of sample: 27

b. Distribution by sex:

Sex	Number	Per Cent
Male	6	22
Female	18	66
No Response	3	11

c. Distribution by age group:

Age Group	Number	Per Cent
Under 30	16	59
31-40	1	3
41-50	3	11
51-60	3	11

Age Group	Number	Per Cent
61 and over	3	11
No response	1	3

d. Distribution bv level of training:

Level of Training	Number	Per Cent
2 Years	1	3
B. A.	6	22
B. A.+	17	62
M. A.	0	0
M. A.+	1	3
No response	2	7

e. Ethnic background of elementary teachers:

Background	Number	Per Cent
Indian	3	11
Non-Indian	23	85
No response	1	3

Characteristics of Secondary Teacher Sample

The sample of secondary classroom teachers on the Standing Rock Reservation had the following characteristics:

a. Sample size: 20

b. Distribution by sex:

Sex	Number	Per Cent
Male	9	45
Female	8	40
No response	3	15

c. Distribution by age group:

Age Group	Number	Per Cent
Under 30	12	60
31-40	2	10
41-50	2	10
51-60	3	15
61 and over	0	0
No response	1	5

d. Distribution by level of training:

Level of Training	Number	Per Cent
2 Years	1	5
B. A.	4	20
B. A.+	11	55
M. A.	2	10
M. A.+	1	5
No response	1	5

e. Ethnic background of secondary classroom teachers:

Background	Number	Per Cent
Indian	0	0
Non-Indian	17	85
No response	3	15

The geographic distribution of the elementary schools made the sample of elementary pupils broadly representative of the reservation community. A visual inspection of bus routes serving secondary students in Fort Yates High School indicated that its student population is representative of the entire reservation community.

OUT-OF-SCHOOL YOUTH SAMPLE

The only opportunity to sample out-of-school youth on an organized basis existed through the Neighborhood Youth Corps. The names of 30 young people who had dropped out of school were available. Through the efforts of NYC coordinators and VISTA workers, the secondary student questionnaire was administered to a sample of 10 out-of-school youths. The results were processed, but the sample size was too small to yield usable data in terms of planning programatic library operation. The age distribution of the adult population indicated that a representative sample of this population was included in the adult sub-population sample. Consequently, no further effort was made to treat the out-of-school youth as a sub-population.

DEVELOPMENT OF INSTRUMENTS

To collect the data needed to answer the questions posed in the study, seven data-gathering instruments were developed. These instruments included the following:

1. Elementary Student Information Needs Questionnaire (See Appendix A).
2. Library Information Needs Questionnaire (for secondary students and out-of-school youth; see Appendix B).
3. Elementary Teacher Library Informational Needs Questionnaire (See Appendix C).
4. Secondary Teacher Library Informational Needs Questionnaire (See Appendix D).

5. Adult Information Needs Interview Schedule (See Appendix E).
6. Library Inventory Checklist (See Appendix F).
7. Community Inventory Checklist (See Appendix G).

All of the data-gathering instruments were developed by the Indian research assistant team and the NIEA Field Director. The strategy for instrument development utilized the knowledge and experience of the Indian research assistants to formulate preliminary informational need statements. This modified jury technique was also employed to identify the eleven categories listed in the previous section. Within each category, sets of relevant items were formulated based on the need statements. The items were modified for each questionnaire and the interview schedule so that vocabulary and content were appropriate for the sub-populations sampled. The categories included in each instrument were also selected on the basis of their appropriateness for the particular sub-population sampled. For example, the items and categories included had to be different for elementary pupils and adults.

The principal measure to insure content validity of the questionnaire and interview schedule instruments was their development by Indian research assistants who had extensive educational experience both on and off reservations. Other measures to insure validity included a pilot administration of the interview schedule to a group of adults (the interviewers) on the Standing Rock Reservation. Their personal comments and high incidence of positive responses to items indicated a high degree of validity and appropriateness for the items and the categories.

The questionnaire and interview instruments were constructed so that elementary pupils could complete their responses within a 20-minute period. All other questionnaires and the interview schedule were constructed so that they could be completed in 40 minutes or less. The following measures were taken to insure confidentiality and to avoid invasion of personal privacy:

1. All interview schedule and questionnaire items were written by Indian graduate students who are sensitive to the feelings of Indian people and who were instructed to avoid personal questions not directly related to the project or which might be offensive to community mores.
2. At no time in the collection of data were the names of respondents or identifying code numbers placed on completed questionnaires or answer sheets.
3. The adult interview schedule was given a pilot administration at Standing Rock and presented to the project coordinator and interviewers at Rough Rock. The participants in the Standing Rock pilot administration enthusiastically endorsed the instrument, and three of them signed statements indicating their approval.
4. The interview schedule and the questionnaires were submitted to the NIEA Executive Board for its approval.

These measures taken to insure confidentiality also contributed to enhancing the validity of the instruments.

In addition to the categories designed to identify informational needs, other categories were included in the instruments to gather library use, library accessibility, and personal data to further describe the sub-populations sampled. The instruments for the elementary pupils were designed so that responses could be made to a three-point rating scale directly on the questionnaire instrument. The adult interview schedule and the other questionnaire instruments employed a separate machine-scorable answer sheet to record responses on a five-point scale.

Two other instruments, the Library Inventory Checklist and the Community Inventory Checklist were prepared by the Indian research assistants to gather additional data. The Library Inventory Checklist was employed to gather data concerning existing library facilities and services in the Reservation Community. Data were collected from all school and public libraries in the study area. The Community Inventory Checklist was used to gather general information about the community. This information was used to formulate a background setting to aid in the development of a demonstration library model for Standing Rock.

COLLECTION OF THE DATA

The collection of data from the Standing Rock Reservation community was arranged during three on-site visits. The first visit for data collection was on December 20 and 21, 1971. At this time the Indian research assistants made a pilot administration of the Adults Interview Schedule, conducted a training session for interviewers, drew the samples, and arranged for administering instruments to students and teachers in the schools at a later date.

The mechanism for collecting the data from the adult sub-population was a contract with the Tribal Council to employ bilingual interviewers who were recognized in the seven districts of the reservation. The Tribal Council also appointed a community representative to coordinate study activities on behalf of the Tribe. The interviewers administered the interview schedules to the sample of adults drawn by the research assistants. An interviewer's guide was prepared, giving background information about the project and specific instructions to insure uniform data-gathering procedures. The following quotations from the "Interviewer's Guide" indicate the content of the training program and the procedures employed:

1. Persons employed as interviewers must attend a training session sponsored by the National Indian Education Association and the Bureau of Field Studies and Surveys.
2. At the training session, interviewers will be provided with sample interview schedules, answer sheets, and instructions for adminstering the interview schedule.
3. As a part of the training program, interviewers practice with the questionnaire, identify problems with particular items, and make suggestions for improving the interview schedule.
4. BE SURE to use a No. 2 soft lead pencil for recording responses on the answer sheet.DO NOT use a ball point pen or ink pen. If you make a mistake while recording a response on the answer sheet, erase the mistake and make the correction.
5. Each interviewer will be assigned the names of some adults selected in the random sampling process.
6. The interviewer will be paid for his services at a rate of

$15.00 per interview that has been recorded on an answer sheet. The interviewer will be paid after all of his or her interviews have been completed.

7. The interviewers may begin work as soon as they receive the final copy of the interview questionnaire schedule and a supply of answer sheets, which will be mailed to the community representative after January 15, 1972.
8. When the interviewer receives his materials, he should contact the individuals that have been assigned to him for an appointment. The interviewer may indicate to individuals being interviewed that they will be paid $10.00 by the community agency for their help.
9. Begin each interview session by introducing yourself and explaining to the person you are interviewing that your community has been selected as a demonstration site. Explain that the community will be the recipient of efforts to have a new library-informational center. Their help is needed in determining what should be provided in the center to make it a useful one for the community.
10. Fill out an answer sheet for each interview. The answer sheet is a standard form, and some parts of it will not apply. DO NOT pay any attention to the top of Page 1; leave it blank. Write your name in the blank following the word "INSTRUCTOR". Write the name of the community (i.e., Standing Rock, Rough Rock, etc.) in the blank following the word "COURSE". Indicate the date the interview was made

in the blank following the work "DATE". Record the responses by blackening the circle under the appropriate alternative after the number of the question. BE SURE you record the responses in the correct place on the answer sheet. BE SURE to use a No. 2 soft lead pencil. Keep your own record of the people you have interviewed.

11. If the person you are interviewing has difficulty understanding the question, try to help him or her with an explanation of that question. In the case of an individual who does not speak English, translate the questions into his native language.
12. Make your interview procedure as business-like as possible. Move rapidly but not so quickly that the results gathered become of little value. Make a strong attempt to get the person being interviewed to consider each question carefully and not to respond too quickly in order to get through.
13. Try to complete all of your interviews within a two-week period and not later than a three-week period from the time you receive your materials.
14. After the completion of an interview, thank the person who gave you the information. Explain to him that he will be paid $10.00 for his help by a check mailed from the tribal business office. Address a stamped envelope with the mailing address of the person you interviewed.
15. PLEASE DO NOT FOLD the answer sheets or make any marks on them other than the responses from the interview.

16. If a person assigned to you refuses to cooperate or is unavailable after two attempts to reach him, drop that person's name from the list and obtain a substitute name from the list of alternatives. If you should use up the names of substitutes, get additional names for your district from the community representative.
17. Turn your completed answer sheets, the envelopes addressed to the people you interviewed, and any left-over materials to the community representative.

A packet of materials for each interviewer was mailed to the community representative late in January, 1972, and all interviews were completed by early February, 1972.

On February 7 and 8, 1972, the study team made a second visit to administer questionnaires to students and teachers in the selected schools in accordance with a prearranged schedule. All student and teacher questionnaires were administered by the Indian research assistants using uniform, pre-planned procedures. During this visit the inventory of existing library facilities, which had been previously mailed to school and public libraries, was completed. Collection of data for the Community Inventory was also completed at this time. On April 10 and 11, 1972, a third on-site visit was made to gather data for the community relations component of the demonstration library model, information about facilities in the new community center, and organizational alternatives for the implementation phase.

PROCESSING AND ANALYSIS OF DATA

The following procedures were employed in processing and analyzing the responses using electronic data processing services and equipment at the University of Minnesota:

1. The elementary school pupils marked their responses to the items on the Elementary Student Information Needs Questionnaire directly on the instrument. The pupil responses for each item were punched into cards and then transferred to magnetic tape. A computer program was prepared which printed out the number and percent of each response to all items and for each category.
2. The responses of adults, secondary students, elementary teachers, and secondary teachers to their respective interview schedule or questionnaires were recorded on standard machine-scorable answer sheets. These answer sheets were scored using optical scan equipment, and the results were recorded directly on magnetic tape. Computer programs similar to the one used for elementary data were written to print out the number and percent of each response to each item with subtotals by questionnaire category.
3. The printout distributions of responses were tabulated by category for each questionnaire and the adult interview schedule. Average weighted responses were calculated for each category by instrument to obtain a priority ranking by category for each sub-population. Weighting was based on numerical equivalents of 1 to 3 for elementary pupils

and on equivalents of 1 to 5 for all other instruments, with the highest number reflecting the greatest degree of importance or highest positive response. Within each category, items were ranked in order by percent of high importance responses into classifications of low, medium, high, and no response. In the instruments using five-point response scales, responses weighted 1 and 2 were combined into the "low" classification and responses weighted 4 and 5 were combined into the high classification. Interpretations of data to identify needs were based on the following assumptions and/or guidelines:

a. Ratings of high importance were interpreted as an indication of need. The validity of this assumption is based on the fact that instrument items were constructed from need statements formulated by experienced Indian educators using a modified jury technique. The responses of the Indian Community sub-population samples verified these need statements, and the degree of favorable response was the basis of assigning priorities. The responses of elementary and secondary students were considered the primary indicators of needs among those sub-populations. The responses of their teachers (largely non-Indian) were used as supporting and sometimes contrasting data.

b. Data collected on the Library Inventory Checklist were tabulated and interpreted to present a picture of existing library facilities available in the reservation community. Data collected in the questionnaires and the adult interview were tabulated to provide additional descriptive dimensions, including library access and utilization.

c. Data collected from completion of the Community Inventory Checklist were presented to provide a background picture of the reservation community setting in which the library demonstration model is to be implemented.

After the Indian research team had collected and analyzed the data, special consultants in library and media technology were retained to advise the study team on the latest concepts and technological developments in these fields. Using their technical expertise, the demonstration model reported in Chapter IV was developed for consideration, modification, and approval by the Tribal Council and its staff.

CHAPTER III

RESULTS OF THE STUDY

This chapter presents the findings of the library study on the Standing Rock Reservation. Consistent with the study design described in Chapter II, the results or findings are reported in sections dealing with informational needs of 1) elementary pupils, 2) secondary students, 3) adults, 4) existing library facilities and services, and 5) data on bilingual needs.

INFORMATIONAL NEEDS OF ELEMENTARY PUPILS

The research design presented in Chapter II indicated that two approaches were used to identify the informational needs of elementary pupils. These two approaches involved administration of a questionnaire to a representative sample of elementary pupils and another questionnaire to their teachers. The two questionnaires were constructed in parallel so that information was collected on the same topical areas or categories even though the question items were not identical. These categories were 1) American Indian culture, 2) family life, 3) Indians in the city, 4) using goods and services, 5) school and learning, 6) health and safety, 7) recreation, 8) current events, 9) media in the home, 10) library use, and 11) miscellaneous. The elementary teacher questionnaire covered the topics listed above plus 1) service agencies, 2) legal and civil rights, 3) occupational and vocational information, and 4) professional informational needs. The data collected from the elementary pupils and their teachers will be discussed together in subsequent portions of this section. Those areas not covered in both questionnaire instruments will be discussed separately.

The data collected by means of the questionnaires are presented as follows. The categories within each questionnaire are ranked in order of priority, based on procedures described in Chapter II. Using the priority of categories derived from student responses, pupil and teacher perceptions of informational needs are discussed together by questionnaire category. The ranking of categories by elementary pupils' average weighted response is listed below:

Rank	Category	Average Weighted Response*
1	School and Learning	2.861
2	American Indian Culture	2.793
3	Recreation	2.767
4	Health and Safety	2.711
5	Current Events	2.681
6	Indians in the City	2.676
7	Using Goods and Services	2.636
8	Family Life	2.534

* Based on a 3-point scale

The ranking of categories by elementary teachers' average weighted response is listed below:

Rank	Category	Average Weighted Response *
1	Academic Discipline	4.390
2	Health and Safety	4.350
3	American Indian Culture	4.151
4	Professional Information Needs	4.012
5	Occupational and Vocational	3.925
6	Service Agencies	3.879
7	Legal and Civil Rights	3.864
8	Family Life	3.835
9	Consumer	3.814
10	Contemporary Events	3.772
11	American Indian in Urban Society	3.766
12	Recreational	3.756

* Based on a 5-point scale

SCHOOL AND LEARNING

The questionnaire category which received the highest average weighted response by elementary pupils was "School and Learning." This area was also rated first by their teachers under the category entitled "Academic Discipline." In this category pupils responded to six items. The rank order of their responses by percent responding "yes" is given in Table 2.

TABLE 2

RANKING OF ITEMS IN THE SCHOOL AND LEARNING COMPONENT OF THE ELEMENTARY PUPIL INFORMATIONAL NEED QUESTIONNAIRE AT STANDING ROCK RESERVATION DURING 1971-72

		Item	Per Cent Responding			
Rank	Item No.	Would you like to have more books and things:	Yes	Undecided Maybe	No	No Response
1.5	35	About art and music	91	6	1	1
1.5	31	Which will help you solve mathematic problems	91	5	2	-
3	33	To help you learn about science	88	8	3	-
4	30	Which will help you read better	87	10	2	-
5	34	About physical education and sports	86	10	3	-
6	32	To help you learn more about social studies	85	12	1	-

The range of responses to this category was very narrow. The per cent responding "yes" ranged from a high of 91 per cent for items 35 and 31 to a low of 85 per cent for item 32. The per cent responding "no" ranged from 3 per cent to a low of 1 per cent. The per cent responding "undecided" (maybe) ranged between a low of 5 per cent to a high of 12 per cent. Thus, it seems the elementary pupils responding indicated a high degree of desire to have more informational items pertaining to each of the items mentioned.

The responses of elementary teachers in this category are presented in Table 3.

TABLE 3

RANKING OF ITEMS IN THE ACADEMIC DISCIPLINE INFORMATIONAL NEEDS CATEGORY FOR ELEMENTARY PUPILS AT THE STANDING ROCK SIOUX RESERVATION AS PERCEIVED BY THEIR TEACHERS

		Item	Per Cent Responding			
Rank	Item No.	Rate the importance of additional informational resources associated with school success in the following areas:	High	Medium	Low	No Response
1	54	Reading	92	3	3	-
2	55	Mathematics	91	3	3	-
3	61	Guidance and Counseling	88	7	3	-
4	57	Science	87	7	3	-
5	56	Social Studies	80	14	3	-
6.5	59	Fine Arts - art, drama, music, dance	77	18	3	-
6.5	60	Physical education and sports	77	18	3	-
8	58	Native languages - American Indian	62	29	3	-

The range of the per cent of teachers responding high went from 92 per cent for item 54 to 62 per cent for item 58. All items in this category of informational needs scored 3 per cent for a low response. Generally, teachers feel that it is most important to have information in the basic skill areas of reading and mathematics. The ranking of all items in the category clearly indicates the degree of importance each item has for teachers' perceptions of school success and not necessarily the intrinsic importance of the items themselves.

Generally, teachers and pupils were in agreement about the degree of need for information about mathematics, science, social studies, and reading. Pupils, however, ranked art and music highest with a 91-per cent "yes" response and a 1-per cent "no" response. Teachers rated this same item with a 77-per cent "high" and a 3-per cent "low" response. Pupils also rated physical education higher than teachers, with pupils giving this item an 86-per cent "yes" response and teachers giving a similar item a 77-per cent "high" response.

The difference in the responses of elementary pupils and their teachers is probably related to the nature of the questions posed to the teachers. Teachers were asked to rate items in this category by the importance of items as they related to school success. Pupils were asked what they would like to know more about. It is important to note that meeting the informational needs indicated by pupils through this questionnaire is also important for school success. Irrespective of the rank order differences between teachers and pupils, all items in this category show a high desire or need for these informational items on the part of elementary pupils. Basically, teachers' judgments tend to concur.

AMERICAN INDIAN CULTURE

The questionnaire category which received the second highest average weighted response by elementary pupils was American Indian culture. This same category ranked third on the basis of elementary teachers' responses. Elementary pupils at Standing Rock responded to eleven items in the American Indian culture category. In order to obtain some indication of the preference of items in this informational category, items were ranked in the order of the per cent responding "yes" to each item as indicated in Table 4.

TABLE 4

RANKING OF ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION NEED CATEGORY BY ELEMENTARY PUPILS AT STANDING ROCK SIOUX RESERVATION

Rank	Item No.	Item Would you like to know more about:	Yes	Undecided (Maybe)	No	No Response
1.5	1	Noted American Indian leaders past and present	92	5	1	-
1.5	11	The languages of American Indian tribes	92	4	3	-
3	3	The music, dances, and arts and crafts of American Indian tribes	89	7	3	-
4	2	The history of your tribe	88	9	1	-
5	5	The legends and stories of American Indian tribes	87	9	3	-
6	8	The type of clothing worn by American Indians in early times	86	7	4	1
7	7	The foods of American Indian tribes	82	10	6	-
8	4	The medicines used by American Indian tribes	76	14	8	-
9	9	Tribal events and celebrations	75	16	5	1
10	10	The clans, families, and other groups in your tribe	73	16	8	1
11	6	The religions of American Indian tribes	70	22	6	1

Table 4 indicates that the per cent of elementary pupils responding "yes" to items in this category of informational need ranged from 92 per cent to 70 per cent. The per cent of elementary pupils responding "no" ranged from 1 per cent to 8 per cent. The variation of "yes" responses is more indirectly related to the variation of "undecided" (maybe) responses, which ranged from 5 per cent to 22 per cent than it is to the "no" responses.

Generally, a very low per cent of elementary pupils at Standing Rock felt they did not want to know more about the eleven items in the American Indian Culture category. The rank order of items presented in Table 4 indicates the relative degree of interest elementary pupils have in knowing more about items related to American Indian culture. Though these items are ranked, all items seemed to be perceived as needed. This finding is illustrated by the fact that the item appearing last in order, having 70 per cent of the elementary pupils wanting to know more about the item, had only 6 per cent of the elementary pupils not wanting to know more about it.

Elementary teacher average weighted responses places American Indian culture third among informational categories. The per cent of teacher high importance responses to items in this category, as summarized in Table 5, ranged from a high of 92 per cent for item number 9 to a low of 54 per cent for item number 8. The medium response ranged from a low of 7 per cent for item 9 to a high of 37 per cent for items 13 and 16. The low response ranged from a low of 0 per cent for 9 items in this category to a high of 18 per cent for item 8. Item 8 and item 5 were the only two items having a relatively frequent low response for items in this category. Item 5 had 11 per cent responding low.

Teachers and pupils did not agree about the relative importance of this category of informational needs as compared with other categories of informational needs. Generally, teachers and pupils did not agree on the relative importance of items within this category of informational needs relative to American Indian culture.

TABLE 5

RANKING OF ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION NEEDS CATEGORY FOR ELEMENTARY PUPILS AT STANDING ROCK SIOUX RESERVATION AS PERCEIVED BY THEIR TEACHERS

Rank	Item No.	Item How would you rate the importance of meeting the following informational needs of Indian pupils in your school:	Per Cent Responding High	Medium	Low	No Response
1	9	Legends and stories of American Indian tribes	92	7	0	-
2	1	Noted Indian leaders past and present	91	7	0	-
3	2	History of American Indian tribes	84	14	0	-
4	11	Native dances of American Indian tribes	84	14	0	-
5	7	Arts and crafts of American Indian tribes	81	14	0	3
6	12	Native music of American Indian tribes	81	18	0	-
7	17	Value systems of American Indian tribes	81	11	3	-
8	13	Native food dishes of American Indian tribes	80	18	0	-
9	3	Inter-tribal and Intra-tribal relationships past and present	73	22	3	-
10	15	Ceremonies and customs of American Indian tribes	69	29	0	-
11	10	Native religions of American Indian tribes	69	25	3	-
12	6	Tribal life under the Tribal Government	69	25	3	-
13	14	Native dress of American Indian tribes	62	37	0	-
14	4	Problems in Indian and non-Indian relations past and present; origins and outcomes	62	33	3	-
15	5	Tribal life under the U. S. Government	62	25	11	-
16	16	Native languages of American Indian tribes	55	37	3	-
17	8	Indian medicine used by American Indian tribes	54	25	18	-

Information about noted American Indian leaders, past and present, was ranked first by elementary pupils and second by teachers, although each sub-population group responded similarly to the item.

Information about the languages of American Indian tribes was rated second by elementary pupils with 92 per cent of the pupils responding "yes", 4 per cent "undecided" (maybe), and 3 per cent "no", when asked if they would like to know more about this item. Teachers rated this same item sixteenth with 55 per cent responding "high", 37 per cent "medium", and 3 per cent "low", when asked to rate the importance of this item for Indian pupils. Though this item was rated near the bottom by teachers, only 3 per cent of the teachers rated the item of low importance and only 3 per cent of the pupils responded "no". Elementary pupils responded more favorably to information relative to clothing worn by American Indians in the past and to the medicine used by American Indian tribes than did their teachers. Other items in this category showed similar responses, though the ranking of these items was not the same.

RECREATION

Recreational information ranked third on the basis of average weighted responses by elementary pupils. To determine the nature of informational needs related to recreation, elementary pupils were asked four questions. The rank order of items in this category by per cent is reported in Table 6.

TABLE 6

RANKING OF ITEMS IN THE RECREATION INFORMATIONAL NEED AREA BY ELEMENTARY PUPILS AT STANDING ROCK SIOUX RESERVATION

			Per Cent Responding			
Rank	Item No.	Item Would you like to know more about:	Yes	Undecided (Maybe)	No	No Response
1	42	Indian cultural events such as pow-wows	85	10	3	-
2	43	Quiet indoor games such as cards, checkers and monopoly	82	12	5	-
3	40	All types of sports	79	15	4	-
4	41	Crafts and hobbies	76	16	6	-

The per cent of elementary pupils responding "yes" to items in this category ranged from a high of 85 per cent to a low of 76 per cent. The per cent of elementary pupils responding "no" ranged from a low of 3 per cent to a high of 6 per cent. The per cent of elementary pupils responding "undecided" (maybe) ranged from a low of 10 per cent to a high of 16 per cent.

Teacher responses in this category are summarized in Table 7. The per cent of "high" responses to items in this category went from 80 per cent to 29 per cent; for "medium" responses the range was from 48 per cent to 11 per cent; for "low" responses the range was from 30 per cent to 18 per cent. This informational needs category ranked last in importance whereas pupils rated it third on the basis of the average weighted response.

TABLE 7

RANKING OF ITEMS IN THE RECREATION INFORMATION AREA FOR ELEMENTARY PUPILS AT THE STANDING ROCK DIOUX RESERVATION AS PERCEIVED BY THEIR TEACHERS

Rank	Item No.	Item Rate the following informational areas dealing with recreation in terms of their importance to your pupils	Per Cent Responding			
			High	Medium	Low	No Response
1	82	Family participation type activities	80	11	3	3
2	80	Individual participation type activities	62	33	0	3
3	81	Spectator type activities	29	48	18	3

HEALTH AND SAFETY

Elementary pupils at Standing Rock Sioux Reservation ranked health and safety information fourth in importance among informational needs categories. Pupils were asked four questions related to this category of informational needs. The rank order of questions in this category by per cent responding "yes" is given in Table 8.

TABLE 8

RANKING OF ITEMS IN THE HEALTH AND SAFETY INFORMATIONAL NEEDS CATEGORY BY ELEMENTARY PUPILS AT THE STANDING ROCK SIOUX RESERVATION

Rank	Item No.	Item Would you like to know more about:	Per Cent Responding Yes	Undecided (Maybe)	No	No Response
1	38	First aid when someone gets hurt	88	9	1	-
2	39	Safety at home with guns, with fire, in the water, and with machines	85	7	7	-
3	36	Good health and appearance	82	14	3	-
4	37	The effects of alcohol, smoking and drugs	66	8	25	1

Items within this category show response patterns similar to other categories with the exception of item 37 about the effects of alcohol, smoking and drugs. Whereas 66 per cent responded "yes" to this item, only 8 per cent responded "undecided" (maybe). A relatively large 25 per cent responded "no" to this item. Items 38, 39 and 36 concerning information about first aid, general safety, good health and appearance are all high priority items for elementary pupils.

A summary of teacher responses in this category is presented in Table 9. The per cent of teachers responding "high" ranged from 84 per cent for item 75 to 62 per cent for item 79. Only two items in this category received a "low" response: 3 per cent "low" for item 71, which ranked third, and 7 per cent for item 79, which ranked last. On the basis of the average weighted response, teachers ranked this category second among all informational categories, and pupils ranked it fourth. Generally, the nature of responses for corresponding items in this category is similar except for the item relating to the effects of alcohol, tobacco and drugs. Teachers rated this item fourth within the category, while pupils rated it last. Teachers gave this item an 80-per cent "high", 3 per cent "medium", and 0 per cent "low" with 14 per cent failing to respond.

TABLE 9

RANKING OF ITEMS IN THE HEALTH AND SAFETY INFORMATIONAL NEEDS AREA FOR ELEMENTARY PUPILS AT THE STANDING ROCK SIOUX RESERVATION AS PERCEIVED BY THEIR TEACHERS

Rank	Item No.	Rate the following areas of health and safety information as to their importance for your pupils:	Per Cent Responding High	Medium	Low	No Response
1	75	Sanitation	84	11	0	3
2.5	77	Safety at home	81	14	0	3
2.5	71	Eye care	81	11	3	3
4.2	72	Effects of alcohol, tobacco and drugs	80	3	0	14
4.2	70	Dental health	80	11	0	7
4.2	69	Personal health and hygiene	80	14	0	3
4.2	74	Venereal disease	80	14	0	3
4.2	78	Safety with fire, guns, water and machines	80	14	0	3
9	76	Mental health	77	18	0	3
10	68	Individual grooming and appearance	70	25	0	3
11	73	Communicable diseases	69	25	0	3
12	79	All agencies concerned with health and safety	62	25	7	3

CURRENT EVENTS

Elementary pupils were asked five questions to determine their desire for information related to current events. This informational needs category ranked fifth on the basis of the average weighted response. The rank order of items in this category by percent responding "yes" is reported in Table 10.

TABLE 10

RANKING OF ITEMS IN THE CURRENT EVENTS INFORMATIONAL NEEDS AREA BY ELEMENTARY PUPILS AT THE STANDING ROCK SIOUX RESERVATION

Rank	Item No.	Item Would you like to know more about:	Per Cent Responding Yes	 Undecided (Maybe)	 No	 No Response
1	46	Events related to your state	77	18	3	-
2	47	National events	76	17	5	-
3	45	Reservation or tribal events	75	18	5	-
4	44	School-related events	72	21	6	-
5	48	International or world events	67	22	9	-

The per cent of elementary pupils responding "yes" to all five items varied by only 10 per cent. The variation in responses is even less if item 48, international events, is not considered. Generally, there seems to be a consistency of interest in items in this category. Though the variation of responses within the "yes", "no" and "undecided" (maybe) choices is narrow, the level of "yes" responses is considerably lower than in other categories. The highest per cent of elementary students responding "yes" was 77 per cent to item 46 dealing with events related to your state.

Table 11 presents a summary of teacher responses in this category. The per cent of "high" responses in the contemporary events category for elementary pupils as perceived by their teachers ranged from a high of 81 per cent to a low of 44 per cent. The per cent of "medium" responses ranged from 11 per cent to 44 per cent. For the "low" responses the range was from 0 per cent to 11 per cent. Teachers' responses ranked this category of informational needs ninth whereas pupils' responses ranked it fifth. Teachers scored all corresponding items in this category lower and with greater variability than did pupils.

TABLE 11

RANKING OF ITEMS IN THE CONTEMPORARY EVENTS AREA FOR ELEMENTARY PUPILS AT THE STANDING ROCK SIOUX RESERVATION AS PERCEIVED BY THEIR TEACHERS

Rank	Item No.	Item: Rate the following informational areas dealing with contemporary events in terms of their importance for your pupils:	Per Cent Responding High	Medium	Low	No Response
1	89	National Indian events and issues	81	11	3	3
2.3	83	New and current governmental Indian policies	62	29	3	3
2.3	85	State and national news	62	18	7	11
2.3	84	International events and issues	62	22	11	3
5	87	Local personal and social events	51	37	6	3
6	86	Current sport and recreational activities	47	48	0	3
7	88	Weather	44	44	7	3

INDIANS IN THE CITY

Elementary pupils gave this category of informational needs an average weighted response of 2.676, ranking it sixth among all categories. Pupils were asked six questions in this category. The rank order of these items of informational needs by the percent of pupils responding "yes" is indicated in Table 12.

TABLE 12

RANKING OF ITEMS IN THE INDIANS IN THE CITY INFORMATIONAL CATEGORY BY ELEMENTARY PUPILS AT STANDING ROCK SIOUX RESERVATION

			Per Cent Responding			
Rank	Item No.	Item: Would you like to know more about:	Yes	Undecided (Maybe)	No	No Response
1	21	Schools Indians attend in the city	82	11	5	-
2	23	Interesting places to visit in the cities	75	15	7	-
3	18	Why Indian people move to the cities	75	14	9	-
4	19	The cities where Indians live	74	16	8	-
5	22	The work that Indian people do in the city	72	20	6	-
6	20	The problems that Indians face in the cities	69	21	9	-

The range of the"yes"responses to this category went from 82 per cent to 69 per cent. The variation of responses to this category is similar to the American Indian Culture information category. There is little variation in the percent of elementary students responding"no"to items in this category; the range was from 5 per cent to 9 per cent. The variation of "yes" responses is mainly accounted for in the responses to "undecided" (maybe).

Table 13 presents data regarding the importance of information pertaining to Indians in urban society, as perceived by elementary school teachers.

TABLE 13

RANKING OF ITEMS IN THE AMERICAN INDIANS IN URBAN SOCIETY INFORMATION NEEDS AREA FOR ELEMENTARY PUPILS AT STANDING ROCK SIOUX RESERVATION AS PERCEIVED BY THEIR TEACHERS

Rank	Item No.	Item How would you rate the importance of meeting the following informational needs of Indian pupils in your school:	Per Cent Responding High	Medium	Low	No Response
1	31	Educational opportunities	84	11	3	-
2	33	Indian centers	70	25	3	-
3	32	Medical services	66	29	3	-
4	27	The quality of life for urban Indians	62	29	7	-
5	26	Cities that contain the greatest concentrations of American Indian people	55	29	14	-
6	30	Social agencies to assist Indian people in urban areas	54	29	14	-
7	29	Employment within an urban area	51	37	11	-
8	34	Governmental political structures of cities	47	40	10	-
9	25	The history of the Indian urban movement	43	40	14	-
10	28	Condition and availability of housing in urban areas	43	37	18	-

The data in Table 13 indicate that the range of the per cent of teachers responding "high" to items in this category went from 84 per cent to 43 per cent. The "medium" responses ranged from 11 per cent to 37 per cent, while "low" responses ranged from 3 per cent to 18 per cent. As in the preceding category of informational needs, teachers generally rated corresponding items considerably lower than pupils rated them. In this category teachers and pupils were, however, in agreement except for one item. This item related to schools or educational opportunities for Indians in the cities. Both had similar responses, and the item ranked first by both teachers and pupils.

USING GOODS AND SERVICES

Elementary pupils gave the goods and services category of informational needs an average weighted response of 2.636. This category contained six items of informational needs related to using goods and services. The rank order of these items by the per cent of pupils responding "yes" is presented in Table 14.

TABLE 14

RANKING OF ITEMS IN THE USING GOODS AND SERVICES INFORMATIONAL NEED CATEGORY BY ELEMENTARY PUPILS AT STANDING ROCK SIOUX RESERVATION

Rank	Item No.	Item Would you like to know:	Per Cent Responding Yes	Undecided (Maybe)	No	No Response
1	25	More about saving money	79	12	6	-
2	24	Why some things cost more money than others	74	18	7	-
3	28	More about where the goods and services you use come from	73	19	6	-
4	29	More about planning the use of your money	69	20	9	1
5	27	More about the costs of feeding, clothing and housing for your family	68	21	10	-
6	26	More about borrowing money, banking and checking accounts	64	25	9	-

The range of the per cent of "yes" responses for this category went from a high of 79 per cent for item 25 to a low of 64 per cent for item number 26. The range of the per cent of "no" responses to items in this category went from a high of 10 per cent for item number 27 to a low of 6 per cent for item number 25. The variation evident in the range of those responding "yes" corresponds primarily to the nature of the variation of those responding "undecided" (maybe) to items in this category.

Similar data from the sample of elementary teachers are provided in Table 15. The "high" response from elementary teachers ranged from 69 per cent to 51 per cent, "medium" from 25 per cent to 22 per cent, and for "low" from 21 per cent to 6 per cent. Pupils and teachers are in agreement about the relative importance of planning and using money (item 29 elementary pupils and item 51 teachers). Pupils and teachers did not agree, however, about the importance of knowing more about saving money.

Other items on the pupil and teacher questionnaires do not correspond for comparison purposes.

TABLE 15

RANKING OF ITEMS IN THE CONSUMER INFORMATION AREA FOR ELEMENTARY PUPILS AT THE STANDING ROCK SIOUX RESERVATION AS PERCEIVED BY THEIR TEACHERS

Rank	Item No.	Item How would you rate the importance of meeting the following informational needs of Indian pupils in your school:	Per Cent Responding			
			High	Medium	Low	No Response
1	51	Family and personal budget planning	69	22	6	-
2	52	Banking, saving and check accounts	65	25	6	-
3	53	Consumer protection agencies such as the Better Business Bureau	51	25	21	-

FAMILY LIFE

On the basis of average weighted responses, the elementary pupils tended to rank the family life category at the bottom of the list of all categories. However, the data in Table 16 indicate that four of the items are of particular importance to them. Item 14 received 84 "yes" responses, thus reflecting the needs of children at this age level to relate to other children. Their own physical development and dealing with family problems also ranked high with "yes" responses of 76 per cent and 75 per cent, respectively. The 67 per cent "yes" responses for the effects of death in the family is also relatively high. The low positive response to information about dating and marriage could be expected from this age group.

TABLE 16

RANKING OF ITEMS IN THE FAMILY LIFE INFORMATION CATEGORY
BY ELEMENTARY PUPILS AT THE STANDING ROCK SIOUX RESERVATION

Rank	Item No.	Item Would you like to know more about:	Per Cent Responding Yes	Undecided (Maybe)	No	No Response
1	14	Getting along with other children	84	9	5	1
2	13	How your body grows and changes	76	16	6	0
3	16	Where to get help when you or your family has a problem	75	17	6	0
4	12	How plants, animals and people are reproduced	70	14	14	0
5	17	How death affects the family	67	15	15	1
6	15	Dating, marriage and starting a family	29	28	38	2

Elementary teacher average responses ranked the dating and marriage category in the lower half of the categories. The data in Table 17 indicate teachers tend to give high importance ratings to the same items as their pupils, with "high" responses of 92 per cent for child-parent relations, 84 per cent for peer group relations, and 77 per cent for preadolescent and adolescent development. The teachers tended to rate information about marriage and establishing a home higher than did their pupils.

When the results of the two questionnaires are considered together in this category, a fairly clear pattern of need emerges. Elementary pupils need informational resources which will help them get along with their peers, understand themselves and deal with family problems.

TABLE 17

RANKING OF ITEMS IN THE FAMILY LIFE INFORMATIONAL NEEDS CATEGORY FOR ELEMENTARY PUPILS AT STANDING ROCK SIOUX RESERVATION AS PERCEIVED BY THEIR TEACHERS

Rank	Item No.	Item How would you rate the importance of meeting the following informational needs of Indian pupils in your school:	Per Cent Responding			
			High	Medium	Low	No Response
1	22	Child-parent relations	92	7	0	-
2	21	Peer-group relations	84	14	0	-
3	20	Preadolescence and adolescence of boys and girls	77	18	3	-
4	23	Marriage and the process of establishing a home	62	25	10	-
5	24	Problems of the aged and death	55	29	14	-
6	19	Infancy and early childhood	43	44	11	-
7	18	Birth process	29	40	25	3

CATEGORIES FOR ELEMENTARY TEACHERS ONLY

Four categories were included in the Elementary Teacher Library Questionnaire which were not paralleled in the elementary pupil instrument. These informational categories were 1) educational and professional, 2) occupational and vocational information for elementary pupils, 3) Indian service agencies, and 4) legal and civil rights.

The elementary teachers' responses ranked professional information fourth among all categories on the basis of the mean weighted response. A summary of responses to items in this category ranked by per cent of high response is presented in Table 18. These data indicate that the teachers greatest need is for human relations information, as indicated by a "high" response by 84 per cent of the respondents.

TABLE 18

RANKING OF THE ITEMS IN THE PROFESSIONAL INFORMATIONAL NEEDS BY ELEMENTARY TEACHERS AT STANDING ROCK SIOUX RESERVATION

Rank	Item No.	Item: How do you rate the importance of additional information in the following areas related to teaching:	Per Cent Responding High	Medium	Low	No Response
1	62	Human relations	84	11	0	3
2	63	In-service training	73	22	0	3
3	65	Educational field trips	73	22	0	3
4	67	Educational innovation	73	18	3	3
5	64	Professional journals	58	29	7	3
6	66	Professional organizations	36	51	7	3

The data in Table 19 indicate that the elementary teacher respondents consider occupational and vocational information of considerable importance for their pupils. This category ranked fifth among all categories on the elementary teacher questionnaire. Within the category, availability of training opportunities, scholarships, and grants was the highest ranked item receiving a 77 per cent "high" response. Recognition of this need is consistent with employment conditions on the reservation and with the trend to provide more occupational and vocational education at the elementary school level.

TABLE 19

RANKING OF ITEMS IN THE OCCUPATIONAL AND VOCATIONAL INFORMATIONAL NEEDS AREA FOR ELEMENTARY PUPILS AT THE STANDING ROCK SIOUX RESERVATION AS PERCEIVED BY THEIR TEACHERS

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian pupils in your school:	Per Cent Responding			
			High	Medium	Low	No Response
1	49	Availability of training opportunities, scholarships and grants to prepare one for employment	77	14	7	-
2	50	Description of existing jobs in this state and the nation	62	33	3	-
3	48	Description of all existing jobs on this reservation	62	18	18	-

Information about service agencies followed occupational and vocational information in rank order as indicated by the weighted average. The data in Table 20 indicate that elementary teachers see a significant need for elementary pupils to know more about the services that are available in their community.

TABLE 20

RANKING OF ITEMS IN THE SERVICE AGENCIES INFORMATIONAL NEEDS AREA FOR ELEMENTARY PUPILS AT THE STANDING ROCK SIOUX RESERVATION AS PERCEIVED BY THEIR TEACHERS

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian pupils in your school:	Per Cent Responding High	Medium	Low	No Response
1	37	Other Federal agencies and their programs that serve the Indian community	70	25	3	-
2	35	Tribal government and services	69	25	3	-
3	36	The Bureau of Indian Affairs and its services	65	25	7	-
4	38	State and county service agencies	58	18	22	-

Weighted average response data indicated that the legal and civil rights category ranks seventh among all categories,as perceived by teachers of elementary pupils. The data presented in Table 21 indicate that the teachers consider information about the legal rights of American Indians most important within the category,with an 81-per cent"high"response. This category would have probably ranked higher in the weighted average ranking had it not contained so many items that are of secondary importance in an elementary curriculum which requires that attention be paid to basic skills.

TABLE 21

RANKING OF ITEMS IN THE LEGAL AND CIVIL RIGHTS INFORMATION NEEDS AREA FOR ELEMENTARY PUPILS AT THE STANDING ROCK SIOUX RESERVATION AS PERCEIVED BY THEIR TEACHERS

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian pupils in your school?	Per Cent Responding High	Medium	Low	No Response
1	44	Legal rights of American Indians	81	18	-	-
2	45	Access to legal counsel	76	18	3	-
3	43	Federal, state and local laws affecting the local tribe	69	22	6	-
4	46	Tribal, municipal, state, and federal court systems	66	25	6	-
5	41	The United States Constitution	62	33	3	-
6.5	39	Tribal constitution and by-laws	55	37	7	-
6.5	42	Your state constitution	55	37	7	-
8.5	47	Penalties for crimes and the penal system	47	44	7	-
8.5	40	Tribal treaties with the U. S. government	47	40	11	-

INFORMATIONAL NEEDS OF SECONDARY STUDENTS

Questionnaires were administered to secondary students and their teachers using procedures similar to those employed at the elementary level.

The questionnaires for the secondary students included the same categories as those for secondary teachers. The categories within both questionnaires were placed in rank order on the basis of average weighted response computed in accordance with procedures described in Chapter II. Using the priority of categories derived from student responses, pupil and teacher perceptions of informational needs are discussed together by questionnaire category. The ranking of categories by secondary students'average weighted response is listed below:

Rank	Category	Average Weighted Response*
1	Health and Safety	4.065
2	Legal and Civil Rights	4.058
3	Occupational-Vocational Info.	3.965
4	General Education	3.962
5	Family Life	3.859
6	Indians in Urban Areas	3.853
7	Service Agencies	3.793
8	Contemporary Events	3.739
9	Recreation	3.735
10	Consumer Information	3.725
11	American Indian Culture	3.682

*Based on a 5-point scale.

The ranking of categories by secondary school teachers by average weighted response is listed below:

Rank	Category	Average Weighted Response*
1	Occupational-Vocational Info.	4.489
2	Legal and Civil Rights	4.212
3	Family Life	4.183
4	Service Agencies	4.100
5	Consumer Information	4.060
6	Academic Discipline	4.007
7	American Indian Culture	4.002
8	American Indians in Urban Society	3.989
9	Professional Information Needs	3.949
10	Recreational Information	3.859
11	Contemporary Events	3.803
12	Health and Safety	3.089

*Based on 5-point scale.

HEALTH AND SAFETY

The health and safety category ranked first among all the categories on the basis of average weighted response by the secondary students. In contrast, secondary teacher responses ranked this item last. The students were asked to respond to eight items in this category, while secondary teachers were asked to respond to twelve items. The items which appeared on the teacher questionnaire which did not appear in some form on the student questionnaire were 1) Item 92 - mental health and hygiene 2) Item 84 - individual grooming and appearance 3) Item 95 - all agencies concerned with health and safety.

The rank order of all items within this category was tabulated by the per cent of high importance responses.

The data in Table 22 indicate that the high importance responses for secondary students ranged from a high of 75 per cent on item 82 (venereal disease)to a low of 54 per cent on item 79 (diet and nutrition). The data in Table 23 indicate that the range of high importance responses from secondary teachers was from a high of 95 per cent on item 88 (effects of alcohol, tobacco, and drugs)to a low of 60 per cent on item 93 (safety at home). Even though the average weighted response for teachers placed the safety category at the bottom of the list, while the secondary students' responses ranked it second, the data indicate that the teachers by no means consider the category unimportant.

The item that the students placed first, item 82 (venereal disease) was ranked second on the basis of teacher responses. Both indicate that knowledge about venereal disease is very important,and meeting this informational need should be given high priority.

Other items that the students and teachers both considered of high importance in this category were those items dealing with the effects of alcohol, tobacco and drugs. All other items in this category are highly desirable, even though teachers and students varied greatly as to the ranking of individual items.

LEGAL AND CIVIL RIGHTS

This category received the second highest average weighted response by the secondary students at Standing Rock. The secondary teachers also ranked it second highest in terms of the average weighted response. The items on both student and teacher questionnaires were the same with the exception of item number 47 on the teachers'

TABLE 22

RANKING OF ITEMS IN THE HEALTH AND SAFETY INFORMATION CATEGORY BY SECONDARY STUDENTS ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following:	Per Cent Responding High	Medium	Low	No Response
1	82	Venereal disease	75	13	6	0
2.3	86	Safety with fire, guns, water, and machines	74	14	7	0
2.3	85	Safety at home and first aid	74	14	9	0
2.3	81	Effects of smoking, alcohol, and drugs	74	12	8	0
5	83	Eye and dental care	73	20	5	0
6	84	Communicable disease and health problems	72	19	6	0
7	80	Sanitation	65	22	9	0
8	79	Diet and nutrition	54	35	7	0

TABLE 23

RANKING OF ITEMS IN THE HEALTH AND SAFETY INFORMATION CATEGORY BY SECONDARY TEACHERS ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: Rate the importance of the following topics:	Per Cent Responding High	Medium	Low	No Response
1	88	Effects of alcohol, tobacco, and drugs	95			0
2	90	Venereal disease	95			5
3	91	Sanitation	90	10		
4	87	Eye care	90	5		5
5	89	Communicable diseases	85	15		
6	92	Mental health	85	10		5
7	85	Personal health and hygiene	80	10		10
8	86	Dental health	70	25		5
9	94	Safety with fire, guns, water, and machines	70	25		5
10	84	Individual grooming and appearance	70	20	10	
11	95	All agencies concerned with health and safety	70	20	10	
12	93	Safety at home	60	40		

questionnaire. This item deals with the need for information about access to legal counsel and does not appear on the student questionnaire.

The rank order for both students' high responses by item within the category is summarized in Table 24 and similar information about the teachers' responses is presented in Table 25. It is noted that the students' responses ranged from a high importance response of 82 per cent to 68 per cent. This range means that of the 180 students in the sample, 82 per cent rated item 52 (the legal rights of Indians) of high importance, while 68 per cent, or 122 students, rated item 49 (the United States Constitution) of high importance.

The teachers had a 90-per cent high importance response for the legal rights of Indians, agreeing with secondary students on the major importance of this item. Both groups also agreed that it was important for students to know about penal systems and the penalties for crimes. Both teachers' and students' responses tended to place those questions dealing with state and federal constitutions toward the bottom of the list. However, in no case were there more than 10 per cent of the respondents who thought any item was of low importance.

OCCUPATIONAL AND VOCATIONAL INFORMATION

The third category, in terms of average responses by the secondary student, was occupational and vocational information. The student category included four items. A ranked summary of secondary student responses is presented in Table 26. Similar data based on secondary teacher responses are provided in Table 27. In the same category, the average weighted responses of secondary teachers at Standing Rock

TABLE 24

RANKING OF ITEMS IN THE LEGAL AND CIVIL RIGHTS INFORMATION CATEGORY BY SECONDARY STUDENTS ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information about:	Per Cent Responding High	Medium	Low	No Response
1	52	The legal rights of Indians	82	10	5	0
2	47	Your tribe's constitution and by-laws	76	17	5	0
3.5	54	Crimes and punishments for them	74	17	6	0
3.5	48	The treaties of your tribe with the U. S. Government	74	16	6	0
5	53	Tribal, municipal, state and federal court systems	72	22	3	0
6	51	Federal, state and local laws affecting you and your tribe	70	19	8	0
7	50	Your state's constitution	69	19	9	0
8	49	The United States Constitution	68	21	8	0

TABLE 25

RANKING OF ITEMS IN THE LEGAL AND CIVIL RIGHTS INFORMATION CATEGORY BY SECONDARY TEACHERS ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding High	Medium	Low	No Response
1.5	49	Penalties for crimes and the penal systems	90	10	0	0
1.5	46	Legal rights of American Indians	90	5	5	0
3.5	45	Federal, state, and local laws affecting the local tribe	85	15	0	0
3.5	47	Access to legal counsel	85	15	0	0
5.5	48	Tribal, municipal, state and federal court systems	75	25	0	0
5.5	44	Your state's constitution	75	20	5	0
7.5	43	The United States Constitution	70	30	0	0
7.5	41	Tribal constitution and by-laws	70	15	10	5
9	42	Tribal treaties with the United States Government	50	45	5	0

TABLE 26

RANKING OF ITEMS IN THE OCCUPATIONAL AND VOCATIONAL INFORMATION CATEGORY BY SECONDARY STUDENTS ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding High	Medium	Low	No Response
1	57	Availability of training opportunities to prepare one for employment	73	21	4	0
2	56	Current information about job availability on this reservation and entry requirements	71	21	4	0
3	55	Descriptions of all existing jobs on this reservation and their entry requirements	69	23	4	0
4	58	Information about every employment opportunity in this state and the nation	61	24	11	0

TABLE 27

RANKING OF ITEMS IN THE OCCUPATIONAL AND VOCATIONAL INFORMATION CATEGORY BY SECONDARY TEACHERS ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students:	Per Cent Responding High	Medium	Low	No Response
1	50	Descriptions of all existing jobs on this reservation and their entry requirements	100	0	0	0
2	51	Current information about job availability on this reservation and entry requirements	95	5	0	0
3.5	52	Availability of training opportunities to prepare one for employment	90	5	0	0
3.5	54	Scholarships and grants available for advanced training	90	5	0	0
5	53	Information about every employment opportunity in this state and the nation	70	25	5	0

placed this category in first place. In fact it was the only category which had an item rated 100 per cent high importance on the secondary teacher questionnaire. The teachers responded to five items. It should be noted that all items on both tables were comparably close in terms of the per cent of high importance, with the exception of information about every employment opportunity in this state and the nation. This item showed a large drop in the per cent of responses in the high importance column, and 16 per cent of all respondents rated it of low importance.

GENERAL EDUCATION

The general education category in the secondary student questionnaire is similar to the teachers' category entitled academic discipline. A summary of the student responses in this category is reported in Table 28. The data in Table 28 indicate that the secondary students' high responses ranged from 79 per cent for Indian Studies to 54 per cent for Agriculture. Table 29 indicates that among the teachers, industrial education was rated by 95 per cent of them as very important and foreign languages of much lower relative importance with only 30 per cent rating it of importance. Twenty per cent of the teachers rated the item as having low importance.

Teachers and students did not agree on the importance of the items. Mathematics was the only item that both ranked high in both student and teacher categories.

The students seemed to feel that Indian Studies was of the highest importance, while the teachers placed industrial education first. The lowest ranked items were found on the teacher questionnaire. The items were numbers 75 and 69, physical education and foreign languages.

TABLE 28

RANKING OF ITEMS IN THE GENERAL EDUCATION CATEGORY BY SECONDARY STUDENTS ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding High	Medium	Low	No Response
1	78	Indian Studies	79	13	3	0
6	68	English, language arts	68	21	7	0
2.5	69	History	74	17	7	0
2.5	66	Mathematics	74	17	6	0
4	72	Health and physical education	71	16	7	0
5	77	Driver education	70	21	6	0
7	74	Industrial arts	66	25	5	0
8.5	67	Science	64	26	8	0
8.5	76	Fine arts	64	23	9	0
10	75	Home Economics	60	28	8	0
11.5	71	Business-Distributive education	59	27	9	0
11.5	70	Social studies	59	27	10	0
13	73	Agriculture	54	34	7	0

TABLE 29

RANKING OF ITEMS IN THE ACADEMIC DISCIPLINE CATEGORY BY SECONDARY TEACHERS INFORMATION ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: Rate the importance of additional informational resources associated with school success in the following areas:	Per Cent Responding			
			High	Medium	Low	No Response
1	73	Industrial education	95	5	0	0
2	77	Guidance and counseling	85	10	0	5
3.3	68	Mathematics	80	15	5	0
3.3	72	Home economics	80	10	0	10
3.3	74	Business education	80	15	0	5
6.3	66	Social Sciences-history, geography, sociology, anthropology, psychology	65	35	0	0
6.3	67	Science-natural and physical	65	30	5	0
6.3	71	Fine arts-art, drama, music, dance	65	30	5	0
9.5	70	Native languages-American Indian	55	45	0	0
9.5	76	Driver education	55	35	5	5
11	65	Literature-classical and contemporary	50	35	15	0
12	75	Physical education	40	40	10	10
13	69	Foreign languages	30	50	20	0

FAMILY LIFE

The family life information category ranked fifth among all categories based on the average weighted responses by secondary students. Secondary students responded to nine items in this category. The rank order of these items by the per cent of high importance response is presented in Table 30.

The range in the per cent of secondary students making high importance responses to the items in this category is relatively wide. The range was from an 83 per cent high response for problems and concerns of teenagers to a 57 per cent high response for how boys and girls become men and women. The problems and concerns of teenagers, item number 22, which ranked first, is distinctively higher than the other eight items in this category which refer more specifically to particular problems. The difference in the per cent of high importance responses among items ranking two through nine is slight.

The relative rank of these items by per cent of high importance response should not determine a priority in meeting these needs. The nature of some of the items may elicit responses related to sex, such as item 20 on how to care for a baby, or to recent experiences such as item 27, death in the family or item 24, child-parent relations.

The teachers of secondary students perceived this category of informational need as being more important for secondary students than did the students. The data in Table 31 indicate that differences exist between students and their teachers as to the importance of information

TABLE 30

RANKING OF ITEMS IN THE FAMILY LIFE INFORMATION NEEDS CATEGORY BY SECONDARY STUDENTS AT THE STANDING ROCK SIOUX RESERVATION

Rank	Item No.	Item: How important do you feel it is to have information available to you about the following topics?	Per Cent Responding High	Medium	Low	No Response
1	22	Problems and concerns of teenagers	83	11	21	
2	23	Marriage - beginning a family	67	23	7	
3	24	Child-parent relations	64	26	7	
4	20	How to care for a baby	64	22	11	
5	27	Death in the family	62	21	15	
6	26	Problems of the aged	61	23	12	
7	25	Relations with friends and family	60	29	9	
8	19	The birth of children	58	28	10	
9	21	How boys and girls become men and women	57	32	8	

TABLE 31

RANKING OF ITEMS IN THE FAMILY LIFE INFORMATIONAL CATEGORY FOR SECONDARY STUDENTS ON STANDING ROCK SIOUX RESERVATION AS PERCEIVED BY THEIR TEACHERS

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school?	Per Cent Responding High	Medium	Low	No Response
1	18	Family planning - birth control	95	5		
2	24	Marriage and the process of establishing a home	90	10		
3	23	Child-parent relations	85	15		
4	20	Infancy and early childhood	85	15		
5	21	Pre-adolescence and adolescence of boys and girls	70	30		
6	22	Peer-group relations	70	30		
7	25	Middle age adjustment	60	30	10	
8	26	Problems of the aged and death	60	25	15	
9	19	Birth process	45	50	5	

about family life. The major difference between student and teacher appears to be related more to the cultural differences than to age differences. Teacher responses placed the family planning-birth control item first with 95 per cent responding high and 5 per cent responding medium. Teachers also rated information about marriage and the process of establishing a family very high with a 90 per cent high and a 10 per cent medium response.

Other items such as child-parent relations and infancy and early childhood also received a much higher rating of importance by teachers than by the students.

The item on which teachers and students seemed to be in closest agreement was one dealing with the problems of the aged. It is interesting to note that although teachers gave family planning and birth control a 95 per cent high response, they gave information concerning the birth process only a 45 per cent high response.

INDIANS IN URBAN SOCIETY

The Indians in urban society category ranked sixth among secondary student informational needs categories based on the average weighted response. Secondary students responded to eight items of informational needs in this category. The rank order of these items by per cent of high importance is given in Table 32. The range of the per cent responding high went from 79 per cent for information about medical services in the cities to 46 per cent for information relative to interesting places to visit in the urban areas. The ranking of items in this category demon-

TABLE 32

RANKING OF ITEMS IN THE INDIANS IN URBAN SOCIETY INFORMATIONAL NEEDS CATEGORY BY SECONDARY STUDENTS AT STANDING ROCK SIOUX RESERVATION

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics?	Per Cent Responding High	Medium	Low	No Response
1	34	Medical services	79	12	5	
2	32	Educational and employment opportunities	78	14	5	
3	31	Available housing	70	18	9	
4	30	Living conditions of Indians in urban areas	64	24	8	
5	35	Indian centers and agencies which help Indians adjust to urban life	64	22	11	
6	28	Characteristics of urban areas to which Indians move	59	30	8	
7	29	Why Indians move to urban areas	56	28	13	
8	33	Interesting places to visit in urban areas	46	32	19	

strates a rather distinctive pattern related to information needs relative to Indians in urban society. Secondary students felt that information about medical services (item 34), educational and employment opportunities (item 32), and available housing to be most important. A second grouping of items, ranked fourth and fifth, seemed to be next in importance. These two items are the living conditions of Indians in the urban area, item 30, and Indian centers and agencies which help Indians adjust to urban life, item 35.

The third area of importance in this category includes item 28, characteristics of urban areas to which Indians move, item 29, why Indians move to the city, and item 33, interesting places to visit in urban areas. When secondary students were asked their preference of location for future employment, only 27 per cent responded"on the reservation",57 per cent responded"off the reservation",and 14 per cent did not respond. This information further indicates the importance of information related to the first three ranked items in this category. Because many Indians have come to the major urban areas in the United States to find themselves disillusioned with what they find, information related to medical services, housing, employment, and education is very important. This judgment is corroborated by the students, and this information should be delivered to students through an agency whose function is not to relocate them but merely to provide Indians with information about the city. Because of its importance, a duplication of informational delivery systems providing information about the urban areas is not unjustified. Students should be able to base a decision to leave the reservation on reliable and timely information about employment and other matters.

The category of American Indians in urban society was ranked eighth by secondary teachers on the basis of their average weighted response to this category. Secondary teachers felt this category to be more important than did their students, based on the average weighted response as opposed to rank order.

The data in Table 33 indicate that secondary teachers considered information about educational opportunities and employment within urban areas, items 33 and 31,respectively, as being of highest importance. Students also gave these items highest importance responses, but teachers rated both items much higher than did the students. Teacher responses, however, ranked information related to medical service sixth while student responses placed it first. However,both students and teachers gave this item a similar per cent of high, medium, and low responses.

SERVICE AGENCIES

On the basis of the average weighted response, secondary teachers tended to place greater relative importance on service agencies than did their students. In this ranking scheme, students' responses placed this item seventh while teachers' responses placed it fourth. The ranking of items within the category based on per cent of students' combined high importance responses is presented in Table 34. These data indicate that Indian students considered information about agencies which help Indians start

TABLE 33

RANKING OF ITEMS IN THE AMERICAN INDIANS IN URBAN SOCIETY INFORMATIONAL NEEDS CATEGORY FOR SECONDARY STUDENTS AT THE STANDING ROCK SIOUX RESERVATION AS PERCEIVED BY THEIR TEACHERS

Rank	Item No.	Item: How would you rate the importance of meeting the following informational needs of Indian students in your school?	Per Cent Responding			
			High	Medium	Low	No Response
1	33	Educational opportunities	95	5		
2	31	Employment within an urban area	95	5		
3	32	Social agencies to assist Indian people in urban areas	75	20		5
4	29	The quality of life for urban Indians	75	20	5	
5	34	Medical services	70	30		
6	30	Condition and availability of housing in urban areas	70	25	5	
7	35	Indian centers	65	25	10	
8	36	Government and political structure of cities	60	25	15	
9	28	Cities that contain the greatest concentration of American Indian people	55	20	25	
10	27	History of Indian urban movement	45	50	5	

TABLE 34

RANKING OF ITEMS IN THE SERVICE AGENCY INFORMATION CATEGORY BY SECONDARY STUDENTS ON THE STANDING ROCK SIOUX RESERVATION

Rank	Item No.	Item How important do you feel that it is to have information available to you about the following topics?	Per Cent Responding High	Medium	Low	No Response
1	46	Agencies which help Indians start their own businesses	79	13	5	-
2	36	Your tribe's government and services	71	19	7	-
3	44	Medical agencies and their services	69	23	5	-
4	37	Bureau of Indian Affairs and its services	68	18	11	-
5	41	Employment agencies and their services	67	23	6	-
6	40	Educational agencies and their services	64	31	2	-
7	38	Other federal agencies and their programs which serve you and your community	56	29	13	-
8	43	Legal agencies and their services	52	34	11	-
9	45	Agricultural agencies and their services	52	30	15	-
10	39	State and County service agencies	49	37	12	-
11	42	Welfare agencies and their services	49	35	13	-

their own businesses as being most important with a combined high importance response of 79 per cent. The data in Table 34 also indicate that secondary students assign considerably less importance to information about state and county agencies.

Only four items were included in the service information category of the secondary teacher questionnaire. The ranking of these items in terms of the combined high importance response is presented in Table 35. These data indicate that the teachers consider information about tribal government, tribal services, and BIA services of high importance. The data collected from the students and their teachers leave no doubt that a library-information center must provide extensive information about service agencies in order to serve its Indian clients.

TABLE 35

RANKING OF ITEMS IN THE SERVICE AGENCY INFORMATIONAL CATEGORY FOR SECONDARY STUDENTS ON STANDING ROCK RESERVATION AS PERCEIVED BY THEIR TEACHERS

Rank	Item No.	Item How important would you rate meeting the following informational needs of Indian students in your school?	Per Cent Responding High	Medium	Low	No Response
1	37	Tribal government and its services	90	5	5	-
2	38	Bureau of Indian Affairs and its services	80	20	-	-
3	39	Other federal agencies and their programs serving Indian community	75	25	-	-
4	40	State and county service agencies	60	40	-	-

CONTEMPORARY EVENTS

The contemporary events informational needs category received an average weighted response of 3.739 and ranked eighth among informational needs categories on the secondary student questionnaire. Secondary students responded to eight items in this category of informational needs. The rank order of these eight items by the per cent responding high is given in Table 36. The teachers of secondary students also responded to contemporary events. This category of informational needs was given an average weighted response of 3.089 and was ranked eleventh among informational needs categories on the secondary teacher questionnaire. The rank order of need items in this category for secondary students as perceived by their teachers by the per cent responding high is given in Table 37.

TABLE 36

RANKING OF ITEMS IN THE CONTEMPORARY EVENTS INFORMATION CATEGORY BY THE SECONDARY STUDENTS IN THE STANDING ROCK COMMUNITY

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding High	Medium	Low	No Response
1	97	National Indian events and issues	68	22	6	1
2	90	New or current government Indian policies	65	24	6	2
3	94	Current sports or recreational activities	64	27	4	1
4	93	State and national news	60	24	9	3
5	91	International events and issues	53	37	6	1
6	92	Current business, market, and economic news	52	31	12	2
7	95	Local-personal-social events	51	34	11	1
8	96	Weather	47	34	14	1

TABLE 37

RANKING OF ITEMS IN THE CONTEMPORARY EVENTS INFORMATION CATEGORY FOR THE SECONDARY STUDENTS IN THE STANDING ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item: Rate the following information areas in terms of their importance for your students:	Per Cent Responding High	Medium	Low	No Response
1	99	New and current governmental Indian policies	80	15	0	5
2	104	Local, personal, and social events	75	15	5	5
3.5	103	Current sport and recreational activities	65	20	15	0
3.5	106	National Indian events and issues	65	30	5	0
5	100	International events and issues	60	30	5	5
6	102	State and national news	55	35	5	5
7	105	Weather	45	30	20	5
8	101	Current business, market and economic news	35	35	20	10

The range of the per cent of secondary students responding high to items in the contemporary events category went from 68 per cent for information related to national Indian events and issues to 47 per cent for information about the weather. It would seem for the ranking of items in this category that secondary students place a high importance on Indian-related contemporary events information that is not easily available on the reservation. It is noted that information about national Indian events and issues and new or current government Indian policies ranked first and second, with 68 per cent and 65 per cent high responses, respectively. Local, personal, and social events on the Standing Rock Sioux Reservation was ranked seventh with a 51 per cent high response. Current sports or recreational activities information and state and national news, which ranked third and fourth, are also priority items of need within this category. International events, current business market and economic news, local events, and weather information seem to be of relatively low concern to secondary students at Standing Rock.

With the exception of items related to local events information, teachers generally agreed with students regarding the relative importance of items within this category, either by rank or per cent of high response. It is also noted that when teachers and students agreed about the rank, teachers generally rated specific items higher. For example, the new and current governmental policies informational item was ranked high by both students and teachers, but teachers gave it an 80 per cent high response while students gave it a 65 per cent high response.

RECREATION

The recreation informational needs category had an average weighted response of 3.735 and ranked ninth among informational needs categories on the secondary student questionnaire. Secondary students responded to three items in this category. The rank order of these items by the percent of secondary students responding high is given in Table 38. This same category of informational needs had an average weighted response of 3.859 and ranked tenth among informational categories on the secondary teacher questionnaire. Teachers responded to the same items as secondary students did in this category. The rank order of these items for secondary students as perceived by their teachers by the percent responding high is given in Table 39.

The low average weighted response and the rank of this category, combined with the fact that items in this category show little differentiation on the basis of the percent responding high, medium or low, indicates that this category as a whole is a low priority informational needs area. Teachers, however, did not agree, giving to two items, individual and family participation type activities, 70 per cent high responses.

One wonders if the breakdown of recreational informational needs by family, individual, or spectator is sufficient in determining if there are specific recreational informational needs not identified by this questionnaire. A further assessment may be necessary.

TABLE 38

RANKING OF ITEMS IN THE RECREATION INFORMATION CATEGORY BY THE SECONDARY STUDENTS IN STANDING ROCK COMMUNITY

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding High	Medium	Low	No Response
1	89	Family participation type activities	59	27	10	1
2	87	Individual participation type activities	58	33	6	0
3	88	Spectator type activities	54	33	8	1

TABLE 39

RANKING OF ITEMS IN THE RECREATION INFORMATION CATEGORY FOR THE SECONDARY STUDENTS IN THE STANDING ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item: Rate the following information areas in terms of their importance to students:	Per Cent Responding High	Medium	Low	No Response
1.5	96	Individual participation type activities	70	25	0	5
1.5	98	Family participation type activities	70	20	5	5
3	97	Spectator type activities	50	20	25	5

CONSUMER INFORMATION

The consumer informational needs category was given an average weighted response of 3.725 and ranked tenth among informational needs categories on the secondary student questionnaire. Secondary students responded to seven items within this category. The rank order of these items by the per cent responding high is given in Table 40. This same category on the secondary teacher questionnaire was given an average weighted response of 4.060 and ranked fifth. Secondary teachers responded to eight items within this category. The rank order of these items for secondary students as perceived by their teachers by the per cent responding high is given in Table 41.

Secondary students felt that information related to family budget planning and banking, savings, and checking accounts were the most important items of need in this category. Also important, but receiving a lower per cent response, were the items related to insurance and credit information. Students rated the informational need items of taxation, contracts, and mortgages lowest among items in this category. Though all items on the teacher category of the consumer information category do not correspond to the students consumer information category, it can be said that students and teachers generally agree on the priority of items in this category. Teachers ranked high the information related to banking, savings, and checking accounts; family budget planning; credit, insurance, and contracts. They ranked mortgages and taxation as having low importance. Teachers, as indicated by the average weighted response given this category, felt that these items were more important for students than did the students.

TABLE 40

RANKING OF ITEMS IN THE CONSUMER INFORMATION CATEGORY BY THE SECONDARY STUDENTS IN THE STANDING ROCK COMMUNITY

Rank	Item No.	Item: How important do you feel that it is to have information available to you about the following topics:	Per Cent Responding High	Medium	Low	No Response
1.5	59	Family budget planning	67	21	10	0
1.5	65	Banking-savings and checking accounts	67	19	11	0
3	62	Insurance	65	23	9	0
4	61	Credit-time payments and interest rates	62	24	11	0
5	64	Taxation	57	27	12	0
6	63	Contracts	53	32	12	0
7	60	Mortgages	50	33	14	0

TABLE 41

RANKING OF ITEMS IN THE CONSUMER INFORMATION CATEGORY FOR THE SECONDARY STUDENTS IN THE STANDING ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item: Rate the importance of meeting the following informational needs of Indian students in your school:	Per Cent Responding High	Medium	Low	No Response
1	62	Banking-savings and checking accounts	95	5	0	0
2	60	Family and personal budget planning	85	15	0	0
3	56	Credit time payments and interest rates	80	20	0	0
4.5	57	Insurance	70	30	0	0
4.5	63	Contracts	70	25	0	5
6	58	Collateral and co-signing	65	25	10	0
7	61	Kinds of taxation presently used	60	35	5	0
8.3	55	Mortgages	50	45	5	0
8.3	59	Investments	50	35	15	0
8.3	64	Consumer protection agencies such as the Better Business Bureau	50	35	10	5

AMERICAN INDIAN CULTURE

The American Indian culture informational needs category was given an average weighted response of 3.682 and ranked last among informational categories on the secondary student questionnaire. Secondary students responded to 18 items within this category. The rank order of these items by the percent responding high is given in Table 42. The average weighted response given to this category and its rank are not indicative of the importance this category of informational needs has among secondary students at Standing Rock. This informational needs category had two significantly different informational areas within it, cultural information about your tribe and cultural information about other tribes. Besides these two areas there were a few miscellaneous items concerning federal Indian policy, Indian leaders and authors, and so forth.

Analysis of the rank order of items in this category indicates that the low average weighted response to this category was caused by the responses secondary students gave to cultural information about other tribes.

The lowest seven items ranked in this category were items pertaining to cultural information related to other tribes. The range of the per cent responding high for items in the other tribes area went from 50 per cent high to 30 per cent low. This area had an unusually high per cent of students responding low as compared to other items within the whole questionnaire. The range of the percent responding low for the other tribe area of Indian cultural information went from 10 per cent low for

TABLE 42

RANKING OF ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION CATEGORY BY THE SECONDARY STUDENTS IN THE STANDING ROCK COMMUNITY

Rank	Item No.	Item: Rate the importance of information available to you about the following topics:	Per Cent Responding			
			High	Medium	Low	No Response
1	15	Language and dialects	83	6	7	1
2	9	Arts, crafts, music and dances	77	16	5	0
3	11	Oral traditions, legends and stories	76	16	4	0
4	1	Traditional history	75	21	2	0
5	7	Traditional customs	74	14	9	0
6	3	Noted American Indian leaders	73	20	4	0
7	4	Involvement with the federal govt. and the effects of federal Indian policies, laws and treaties	72	15	9	0
8	13	Religions	67	18	13	0
9	6	Printed materials about American Indians written by Indian authors	65	22	11	0
10	17	Clans, families and other groups	62	24	8	0
11	16	Languages and dialects of other tribes	50	27	20	0
12	5	Background of how and why federal Indian policies were developed	46	36	15	0
13	10	Arts, crafts, music and dances of other tribes	41	35	21	0
14.5	2	Traditional history of other tribes	36	50	10	0
14.5	12	Oral traditions, legends and stories of other tribes	36	39	22	0
16	8	Traditional customs of other tribes	35	38	24	0
17	14	Religions of other tribes	31	38	28	0
18	18	Clans, families and other groups of other tribes	30	34	32	0

the traditional histories of other tribes to 32 per cent low for clans, families, groups of other tribes. Six out of the seven other tribe items had a low response of greater than 20 per cent. This information rather strongly indicates that cultural information about other tribes is not an important area of informational need for secondary students.

The priority area of informational needs in this category is cultural information specifically related to the Standing Rock Sioux tribe. Items ranked first through tenth included all the items related to cultural information specifically related to the Standing Rock Sioux tribe. In addition, information about noted American Indian leaders and American Indian material written by Indian authors ranked sixth and ninth. Keeping in mind that the area pertaining to cultural information about other tribes is a low priority area, it is interesting to note that the priority of items established within the area of cultural information about your tribe is identical to the arrangement of items within the area of information related to other tribes. The priority of types of cultural information is as follows: 1) language and dialects, 2) art, crafts, music and dances, 3) oral traditions, legends and stories, 4) traditional history, 5) traditional customs, 6) religions, and 7) clans, families and other groups. These types of cultural information as they pertain to the Sioux or Lakota and more specifically to the Standing Rock Sioux represent a high priority of informational needs.

It is interesting and should be noted that secondary students are more interested in the traditional history of their tribe than in what would be considered American history as it pertains to the Sioux. Though the item, involvement with the federal government and the effect of federal Indian policies, laws and treaties on your tribe, is rated below the first two types of cultural information including traditional history, it is still an item of information of high importance.

Because much of what is written about the American Indian and particularly what is written about the Sioux forms a conquerors' version of what occurred between the tribes and the federal government and lays the foundation for many of the sterotypes and much of the mythology concerning the American Indian, special care and attention to the perspective of the Standing Rock Sioux community must be given in the selection of materials that deal with the involvement of the federal government and the Sioux. It must also be noted that the involvement of the federal government with the Sioux represents a small chapter in the Sioux/federal relationships, though the bulk of material concerning the Sioux are American war histories. Because students felt that information by Indian authors was an important need, printed materials by Indian people of the time of the federal war involvement with the Sioux is considered of higher importance than printed material by non-Indian historians. The American Indian culture category of the teacher questionnaire was given an average weighted response of 4.002 and was ranked seventh. Teachers responded to 17 items in this category. The rank order of these items for secondary students as perceived by their teachers by the per cent responding high is given in Table 43. Because items in this category on the teacher questionnaire did not correspond exactly to the items on the student questionnaire, comparison between items in these categories is not pursued.

TABLE 43

RANKING OF ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION CATEGORY FOR THE SECONDARY STUDENTS IN THE STANDING ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item: Rate the importance of having access to the following information:	Per Cent Responding			
			High	Medium	Low	No Response
1	7	Arts and crafts	85	15	0	0
2.2	2	History of American Indian tribes	80	20	10	0
2.2	3	Inter-tribal and intra-tribal relationships past and present	80	15	5	0
2.2	4	Problems in Indian and non-Indian relations past and present - origins and outcomes	80	20	0	0
2.2	6	Tribal life under tribal government	80	20	0	0
2.2	17	Value systems	80	20	0	0
7.5	1	Noted Indian leaders past and present	75	25	0	0
7.5q	9	Legends and stories	75	20	5	0
9.3	5	Tribal life under the U. S. Govt.	70	30	0	0
9.3	15	Ceremonies and customs	70	30	0	0
9.3	16	Native languages	70	25	5	0
12	10	Native religions	65	20	15	0
13	12	Native music	60	40	0	0
14.5	11	Native dances	50	45	0	5
14.5	13	Native food dishes	50	45	0	5
16	14	Native dress	45	40	15	0
17	8	Indian medicine	30	40	30	0

PROFESSIONAL NEEDS

One category included in the secondary teacher questionnaire which was not included in the secondary student questionnaire dealt with professional needs of teachers. The average weighted response by teachers placed this category ninth in relation to other categories. The ranking of category items by per cent responding high is presented in Table 44. These data indicate that teachers rated information about human relations as having highest importance. The other items receiving relatively high importance ratings relate to areas that would tend to improve instruction.

TABLE 44

RANKING OF ITEMS IN THE PROFESSIONAL NEEDS INFORMATION CATEGORY FOR THE SECONDARY TEACHERS IN THE STANDING ROCK COMMUNITY AS PERCEIVED BY SECONDARY TEACHERS

Rank	Item No.	Item How do you rate the importance of additional information in the following areas related to teaching:	Per Cent Responding			
			High	Medium	Low	No Response
1	78	Human relations activities	90	10	0	0
2	81	Education field trips	85	15	0	0
3	79	In-service training	80	20	0	0
4	83	Educational innovation	70	30	0	0
5.5	80	Professional journals	35	40	25	0
5.5	82	Professional organizations	35	45	10	10

ADULT INFORMATION NEEDS

The procedures described in Chapter II were utilized in processing and analyzing the data collected using the adult interview schedule. The various categories of information were placed in rank order based on the average weighted response. The results of this initial step are reported below:

Rank	Category	Average Weighted Response*
1	Legal and Civil Rights	4.664
2	Occupational and Vocational	4.657
3	Health and Safety	4.648
4	Service Agencies	4.620
5	American Indian Culture	4.619
6	General Education	4.545
7	Indians in Urban Society	4.504

Rank	Category	Average Weighted Response*
8	Consumer	4.488
9	Contemporary Events	4.449
10	Recreation	4.448
11	Family Life	4.442

* Based on a 5-point scale

It should be noted that this rank order is based on average total responses derived in the analysis procedure and that the respondents themselves were not asked to rank the categories. In many instances, the differences between the categories are not significant because the respondents tended to consider all categories of high importance. A discussion of the relative importance assigned to items within each category is presented in the following sections.

LEGAL AND CIVIL RIGHTS

The data in Table 45 summarize the adult responses to items in the legal and civil rights category. The items are ranked in descending order on the basis of the per cent of the combined high importance responses. Six of the items received high importance responses from 97 per cent or more of the respondents. Another four of the thirteen items received 90 per cent to 94 per cent high importance responses. These data indicate that the adults on the Standing Rock Reservation are greatly concerned about many aspects of their legal and civil rights and that a library-informational system operating on the Standing Rock Reservation should give high priority to meeting this need.

OCCUPATIONAL AND VOCATIONAL INFORMATION

The adults consider occupational and vocational information extremely important. This category ranked a barely perceptible second to legal and civil rights information. The data in Table 46 indicate that adults on Standing Rock want information about training and job opportunities both on and off the reservation. All of the items received a high importance response from over 90 per cent of the adults. This type of response truly reflects a problem and a need in the community. At the time of the survey, 44 per cent of the adult respondents indicated they were unemployed. Any contribution that library-informational services can make in this area will be relevant and merits high priority.

TABLE 45

RANKING OF ITEMS IN THE LEGAL AND CIVIL RIGHTS INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE ON THE STANDING ROCK RESERVATION

		Item	Per Cent Responding			
Rank	Item No.	Rate importance of access to legal and civil rights topics listed below:	High	Medium	Low	No Response
1	56	Treaties between your tribe and U.S. Government	99	1	0	0
2.5	58	Bills passed by Congress affecting Indians	98	2	0	0
2.5	63	Legality of land claims affecting your tribe	98	2	0	0
4.3	54	Tribe's Constitution	97	3	0	0
4.3	57	Rights of Indians under Civil Rights Act of 1965	97	3	0	0
4.3	60	Access to legal counsel, legal proceedings, costs	97	2	1	0
7	61	Types of crimes, penalties imposed	94	6	0	0
8	64	Equal employment opportunity	92	8	0	0
9.5	55	Laws of city and county jurisdiction	90	10	0	0
9.5	62	Organization of courts and their functions	90	9	1	0
11.5	52	U.S. Constitution	87	12	0	1
11.5	59	Code of Federal Regulations, Title 25	87	11	1	1
13	53	State Constitution	86	13	0	1

TABLE 46

RANKING OF ITEMS IN THE OCCUPATIONAL AND VOCATIONAL INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: Rate importance of occupational and vocational information listed below:	Per Cent Responding			
			High	Medium	Low	No Response
1	67	Training opportunities	95	5	0	0
2	65	Jobs on the reservation and their requirements	94	6	0	0
3	66	Job availability and entry requirements	93	5	2	0
4	68	Employment opportunity in this state and nation	92	8	0	0

TABLE 47

RANKING OF ITEMS IN THE HEALTH AND SAFETY INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: Rate following areas of health and safety as to importance to you and your community:	Per Cent Responding			
			High	Medium	Low	No Response
1	113	Fire safety information	96	4	0	0
2.5	105	Effects of alcohol on the human body	95	4	0	1
2.5	106	Drugs and narcotics	95	4	0	1
3	112	Fire arms safety	94	6	0	0
5.2	107	Communicable diseases	93	6	0	1
5.2	111	Home safety	93	7	0	0
7.3	108	Venereal disease	92	7	0	1
7.3	109	Mental health	92	7	0	1
7.3	114	Water safety	92	8	0	0
10	115	Health and safety agencies	91	8	0	0
11.2	104	Sanitation	90	9	0	1
11.2	110	First aid	90	8	0	2
13	103	Proper diet and nutrition	87	10	0	3
14	102	Grooming and appearance	85	13	0	1

HEALTH AND SAFETY

The adult concern for health and safety ranks relatively high as indicated by the position of this category in terms of the weighted average. The summary of responses in Table 47 indicates those items most closely associated with hazards to life and its fulfillment tended to recieve the highest importance ratings. Information about grooming and appearance ranked at the bottom of the category, even though it received an 85 per cent combined high response.

SERVICE AGENCIES

Indian communities are dependent on government agencies to a large extent for a variety of services. This dependency has emerged as part of the special relationship between Indian people and the Federal Government. The data in Table 48 indicate that Indian adults place a high importance on information about service agencies. While all items in the category received a relatively high importance response, those which are closest to the activities of daily life tended to rate at the top of the list. An effective library-information system must make timely information about service agencies a priority area.

AMERICAN INDIAN CULTURE

In spite of its arbitrary fifth place position based on the weighted average responses, the Standing Rock Indian adults consider information about American Indian culture to be very important. The data in Table 49 indicate that adults place particularly high importance on information about the origin and history of their own tribe as

TABLE 48

RANKING OF ITEMS IN THE SERVICE AGENCY INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: How important are the following information areas about service agencies	Per Cent Responding High	Medium	Low	No Response
1	46	Agencies that directly affect Indian people (HEW)	99	1	0	0
2.5	45	Efforts to aid Indian-owned businesses (SBA)	96	3	1	0
2.5	48	Department of Interior's agencies affects	96	4	0	0
4.5	44	Providing help to Indians (HUD)	95	3	1	1
4.5	50	State and local agencies providing services	95	5	0	0
6	41	Providing services to Indians (PHS)	94	6	0	0
7.3	42	Different agencies operating within it (BIA)	92	8	0	0
7.3	47	Department of Labor services available	92	8	0	0
7.3	51	Your tribal agencies services rendered	92	8	0	0
10	43	Services to Indian people (OEO)	91	9	0	0
11	49	Department of Agriculture's services	87	13	0	0

TABLE 49

RANKING OF ITEMS IN THE AMERICAN INDIAN CULTURE INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE OF THE STANDING ROCK RESERVATION

Rank	Item No.	Item: Rate the importance of having access to information of North American Indian tribes	Per Cent Responding High	Medium	Low	No Response
1.5	2	Origin of your tribe	99	1	0	0
1.5	6	Your tribe's history under U.S. Government	99	0	1	0
3	8	Arts and crafts of all American Indian tribes	97	3	0	0
4.5	1	Any noted leader of American Indians	96	4	0	0
4.5	10	Legends and stories of American Indian tribes	96	4	0	0
6	5	Problems between American Indians and non-Indians	95	5	0	0
7.5	11	Philosophies of religions of American Indian tribes	94	6	0	0
7.5	16	Events and customs of American Indian tribes	94	6	0	0
9.5	7	Tribe's history under Tribal Government	93	7	0	0
9.5	17	Social and honorary groups of American Indian tribes	93	6	0	1
11.5	3	Geographical areas your tribe has lived	92	8	0	0
11.5	14	Nature foods of American Indian tribes	92	7	1	0
13.5	12	Description of native dances of American Indian tribes	91	9	0	0
13.5	18	Language of American Indian tribes	91	9	0	0
15.5	4	Tribes formerly friends or enemies of your tribe	87	11	2	0
15.5	13	Native music of American Indian tribes	87	13	0	0
17	9	Medicines used by American Indian tribes	84	13	3	0
18	15	Types of dress among American Indian tribes	82	18	0	0

indicated by 99 per cent high importance responses to items 2 and 6. The high positive response to items in this category reflects the renewed interest in Indian history and culture. This area should have high priority in establishing a tribal library-information center because of the opportunities it offers to integrate the goals of the library with the desires and needs of the Indian Community. Many of the materials needed to meet these needs are probably not commercially available. It behooves the library to establish programs which will produce materials that will meet these needs if they are not otherwise available. Information about American Indian culture is not limited to printed pages. Films, tapes, and displays of artifacts and art work can be very effective media for recording, preserving, and communicating Indian culture.

GENERAL EDUCATION

The summary of responses to the general education category in Table 50 indicates that Indian adults on Standing Rock place a high value on education. A tribal library-information service which sought to relate to these needs would do well to study the items within the category. While the data do not discriminate well between or among items, they do suggest a pattern. The response pattern tends to indicate that adults place the highest importance on those types of educational information which have immediate and practical meaning for their lives. This pattern is illustrated by the facts that driver education, business education, and Indian studies received the three largest per cents of high importance response; 97, 96, and 95 per cent,

TABLE 50

RANKING OF ITEMS IN THE GENERAL EDUCATION INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: Rate importance of informational areas of general education	Per Cent Responding			
			High	Medium	Low	No Response
1	81	Driver Education	97	2	0	1
2	83	Business Education	96	2	0	2
3	99	Indian Studies Program	95	3	0	2
4	95	Guidance and Counseling	93	6	0	1
5.25	82	Industrial Arts	92	7	0	1
5.25	84	Mathematics	92	7	0	1
5.25	85	Natural Sciences	92	6	0	1
5.25	86	Social Sciences	92	6	0	1
8.5	80	Home Economics	91	8	0	1
8.5	97	In-service training	91	7	0	2
11.25	87	Language Arts	90	8	0	1
11.25	88	Physical Education	90	9	0	1
11.25	91	Art	90	8	0	1
11.25	93	Speech	90	9	0	1
15	101	Sociology	87	10	0	1
16.3	90	Music	86	8	0	3
16.3	98	Tutorial Services	86	12	0	2
16.3	100	Audio-visual	86	11	0	2
19	96	Education Field Trips	85	13	0	2
20	94	Dance	83	13	0	2
21	92	Drama	79	16	0	1
22	89	Foreign Language	78	17	0	1

reapectively. On the other hand, items dealing with dance, drama, and foreign language ranked at the bottom of the within-category list with per cents of combined high response of 83, 79, and 78, respectively. These data indicate that materials selected to meet needs reflected in this category be easily used and have a high degree of applicability. The surprisingly high favorable response to foreign language, even though it occurs last, may be an indicator of a positive bias by interviewees toward the entire instrument.

AMERICAN INDIANS IN URBAN SOCIETY

The adults on Standing Rock apparently consider information about Indian life in urban areas to be important, but not as important as the preceding categories relatively speaking. Table 51 presents the rank order of items within the category. Information about medical facilities and services available from American Indian centers received the highest priorities with 95 and 94 per cent high importance responses, respectively. The per cent of medium and low responses within this category indicate adults are somewhat less interested in the governance of cities and in those cities where the largest populations of Indian people reside.

CONSUMER INFORMATION

Even though the consumer information category ranked eighth in terms of the average weighted response, Standing Rock adults do consider it important. The eleven items within this category are listed in order of per cent of high importance responses

TABLE 51

RANKING OF ITEMS IN THE AMERICAN INDIAN IN URBAN SOCIETY INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: Rate the importance of the following items about urban society	Per Cent Responding			
			High	Medium	Low	No Response
1	38	Medical facilities obtained in urban areas	95	5	0	0
2	39	Services available from American Indian centers and groups	94	6	0	0
3	37	Urban education to improve quality of living	92	8	0	0
4	36	Agencies assisting Indian people in urban areas	91	8	1	0
5	34	Housing availability and conditions	89	5	6	0
6.5	31	History of the Indian urban movement	87	10	2	1
6.5	35	Employment in urban areas	87	12	1	0
8	33	Quality of life urban Indians live in	85	13	2	0
9	40	Governmental and political structures of cities	83	14	3	0
10	32	Cities containing greatest majorities of American Indians	80	18	2	0

received in Table 52. The pattern of responses is similar to that in other categories, with those most closely associated with daily life occurring near the top of the list.

CONTEMPORARY EVENTS

The Standing Rock adults rate information about contemporary events as being important. The data in Table 52 indicate that information about contemporary events involving Indian organizations, Indian life studies, and government Indian affairs policies is of highest importance within the category. These data indicate that library-information services designed to meet these needs must include newspapers, periodicals, and media that report current events.

RECREATION

A summary of adult responses to the recreation information category is presented in Table 54. These data indicate that information about family participation type activities, with 94 per cent ranking it of "high" importance, received the largest per cent of high importance responses.

FAMILY LIFE

Even though it ranked last on the basis of the weighted average response, the family life category was considered important by the Standing Rock adult sample. The ranking of category items in Table 55 indicates that information regarding child-parent relations and marriage and home making received the largest numbers of high importance ratings, 92 and 91 per cent, respectively. However, none of the items received ratings low enough to exclude them from any program aimed at meeting the informational needs of adults on the Standing Rock Reservation.

TABLE 52

RANKING OF ITEMS IN THE CONSUMER INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: Which of the following areas would be beneficial for you and the community	Per Cent Responding			
			High	Medium	Low	No Response
1	77	Preparing family budgets	94	6	0	0
2	76	Co-signing consumer loans	93	7	0	0
3	78	Investing money	91	9	0	0
4	79	Kinds of taxation	90	9	0	1
5.3	75	Meaning and use of collateral	89	10	0	0
5.3	74	Credit and time payments	89	10	0	0
5.3	73	Better Business Bureau	89	10	0	0
8	69	Prices of consumer goods	88	11	0	0
9	72	Insurance protection	86	12	0	1
10	71	Figuring of interest rates	85	13	0	1
11	70	Making of mortgages	82	14	0	1

TABLE 53

RANKING OF ITEMS IN THE CONTEMPORARY EVENTS INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: How important is information about contemporary events to you and your community	Per Cent Responding			
			High	Medium	Low	No Response
1	127	Indian controlled organizations	94	2	0	1
2	126	Indian life studies	93	4	0	3
3.5	119	Current government Indian policies	92	7	0	1
3.5	122	Government policies affecting you	92	7	0	0
5	124	Local-personsl-social events	89	11	0	0
6	125	Weather	87	11	0	1
7.5	121	Business, market, economic news	85	12	0	0
7.5	123	Sports or recreational activities	85	15	0	0
9	120	Military developments in world	83	15	0	1

TABLE 54

RANKING OF ITEMS IN THE RECREATIONAL NEEDS INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: Rate the following areas of recreation as to importance to you and your community	Per Cent Responding			
			High	Medium	Low	No Response
1	118	Family participation activities	94	5	0	0
2	116	Individual participation activities	85	14	0	1
3	117	Spectator activities	83	16	0	0

TABLE 55

RANKING OF ITEMS IN THE FAMILY LIFE INFORMATION CATEGORY FROM THE ADULT INTERVIEW SCHEDULE ON THE STANDING ROCK RESERVATION

Rank	Item No.	Item: Rate the importance of the following areas of family life information	Per Cent Responding			
			High	Medium	Low	No Response
1	27	Child-parent relations	92	8	0	0
2	28	Marriage and the process of establishing a home	91	8	1	0
3	21	Infancy	89	11	0	0
4.5	22	Childhood information	88	11	1	0
4.5	23	Pre-adolescence periods of boys and girls	88	9	2	1
6	19	Family planning	87	12	1	0
7	29	Middle age adjustments and its effects	85	12	3	0
8.3	20	Birth process	84	15	1	0
8.3	25	Adolescent period of boys and girls	84	13	2	1
8.3	26	Peer-group relations	84	15	0	1
11	30	Aging and death	83	16	1	0
12	24	Puberty	80	18	2	0

EXISTING LIBRARY FACILITIES

One of the components of the library informational needs study was an inventory of existing library services on the Standing Rock Reservation in terms of plant facilities, materials, staffing, access, and utilization. The research team inventoried nearly all of the reservation school and public libraries which are available to students and/or adults. Libraries were inventoried in the Bureau of Indian Affairs (BIA) schools at Bullhead and Little Eagle. Both elementary and secondary libraries were inventoried in the joint BIA and Public School at Fort Yates. In reservation public schools inventories were taken at McIntosh, McLaughlin, Solen, Cannonball, and Wakpala. Inventories were also taken at the McLaughlin and Sioux County public libraries.

Categories dealing with the availability of media in the home, information consumer habits, library access, and library utilization were included in student and adult questionnaires and the interview schedule as appropriate. The results of these data collection efforts are presented in sections which present 1) inventory data and 2)responses to questionnaires and interview categories.

LIBRARY INVENTORY RESULTS

The results of the library inventory activities are summarized in Table 56, which presents a summary of data on plant facilities; Table 57, dealing with printed materials of all types; Table 58,which presents a summary of available equipment; and Table 59,which summarizes staff resources in the various facilities. The information in these tables will be discussed in subsections dealing with each library facility. The

TABLE 56

AN INVENTORY OF THE LIBRARY PLANT FACILITIES ON THE STANDING ROCK SIOUX RESERVATION

Location	Total Library Square Footage	Audio-Visual Storage	Display Area	Card Catalog	Conf. Rooms	Indian Study Areas	Provides Community Service	Weekly Circu-lation Rate	Total Budget Last Year
Fort Yates Elementary	325	No	Yes	Yes	Yes	Yes	No	NA	420
Fort Yates Secondary	1,080	Yes	Yes	Yes	No	No	No	150	7000
McIntosh	812	Yes	Yes	Yes	No	No	No	534	7003
McLaughlin High School	2,522	Yes	Yes	Yes	No	No	No	NA	22,334
McLaughlin Public Library	299	No	Yes	No	No	No	Yes Crafts	NA	200
Solen	553	Yes	Yes	Yes	No	No	No	NA	12,481
Wakpala	770	Yes	Yes	Yes	No	No	No	210	4,420
Sioux County Library and Bookmobile	640	No	No	Yes	Yes	Yes	Yes	NA	5,100

NA - Not Available

TABLE 57

AN INVENTORY OF THE LIBRARY PRINTED AND RELATED MATERIALS ON THE STANDING ROCK SIOUX RESERVATION

Location	Total Books	Indian Books	Total Films	Indian Films	Total Film-strips	Indian Film-strips	Total Tapes	Indian Tapes	Maga-zines	News-papers	Pamphlets Clippings
Fort Yates Elementary	2,948	30	0	0	180	0	0	0	4	3	0
Fort Yates Secondary	5,369	345	28	0	500	40	62	48	40	10	3
McIntosh	3,900	100	0	0	120	0	0	0	51	3	0
McLaughlin High School	5,236	34	0	0	938	10	243	10	31	4	file
McLaughlin Public Library	750	NA	0	0	0	0	0	0	3	1	0
Solen	1,696	63	0	0	100	0	0	0	9	1	4
Wakpala	3,988	50	13	0	195	0	0	0	28	4	4
Sioux County Library and Bookmobile	1,313	85	0	0	0	0	0	0	0	0	0

NA - Not Available

TABLE 58

AN INVENTORY OF AUDIO-VISUAL EQUIPMENT IN THE LIBRARY FACILITIES ON THE STANDING ROCK SIOUX RESERVATION

Location	16 MM Projectors	Film Strip Projectors	10 x 10 Overhead Projectors	Opaque Projectors	Record Players	Audio Tape Recorders	Listening Stations	Copying Machines	Duplicating Machines	Film Strip Viewers
Fort Yates Elementary	3	3	4	1	1 each classroom	2	0	0	0	1 - also 1 each classroom
Fort Yates Secondary	AV Dept. 5	AV Dept. 4	AV Dept. 9	AV Dept. 1	AV Dept. 8	1	1 8 stations	1	0	1
McIntosh	2	10	13	2	9	4	0	3	2	0
McLaughlin High School	2	5	14	1	12	24	9	1	3	11
McLaughlin Public Library	0	0	0	0	0	0	0	0	0	0
Solen	2	2	0	0	3	1	0	0	0	0
Wakpala	1	4	4	1	5	4	1	0	1	2
Sioux County Library and Bookmobile	0	0	0	0	0	0	0	0	0	0

TABLE 59

AN INVENTORY OF STAFFING IN THE LIBRARY FACILITIES ON THE STANDING ROCK RESERVATION

Location	Governing Agency	No. of Staff Positions	Title of Staff Positions	Extent of Staff Training	Ethnic Background of Staff	Weekly Average Hours Staff Works	Daily Hours Staff Works	Monthly Hours Staff Works	Additional Assistance in Staffing	Source of Funds
Fort Yates Elementary	Public School Dist. #	1	NYC Training	None	Indian	40	8	160	None	District BIA
Fort Yates Secondary	Public School Dist. #	1	Librarian	Library Minor	Caucasian	40	8	160	None	District BIA
McIntosh	Dist. #1	1/2	Librarian	21 hours	Caucasian	20	4	80	None	Local State
McLaughlin High School	Dist. #21	1	Librarian	B. S.	Caucasian	40	8	160	None	Local State
McLaughlin Public Library	City Council	Part Time	Librarian	None	Caucasian	15	5	45	None	City Taxes
Solen	Dist. #3	1	English Teacher	None	Caucasian	(Teacher) 5 (Aide) 35	8	160	1 Aide	Dist. #3
Wakpala	Smee #4	1/2	Librarian	11 hours	Caucasian	20	4	80	1 NYC Aide	Local State
Sioux Co. Library and Bookmobile	Sioux Co. Library Board	1 1	Bookmobile Driver	Some	Caucasian and Indian	8	4	32	Volunteers	Sioux County

discussions are in no way intended as evaluation efforts, but rather they are attempts to determine what is already available as an input into developing an effective demonstration model for the Standing Rock Reservation.

BIA SCHOOL LIBRARIES

There are two BIA-operated day elementary schools on the Reservation: one at Bullhead and the other at Little Eagle.

Bullhead School Library Inventory

There is no library in the Bullhead Elementary School. In the basement of the building an 8' x 10' room, which also contains plumbing and other service facilities, an attempt has been made to start a centralized collection of books. The collection has approximately 1,040 books. Since the school has no librarian, and no teachers are trained in library science, there is no checkout procedure and no schedule for student utilization of the room. No listing of books, inventory of audio-visual equipment, display areas or administrative service are available. The library services and facilities at Bullhead are too minimal to justify inclusion in the tables.

Little Eagle School Library Inventory

The Little Eagle School, operated by the Bureau of Indian Affairs, has no library. There is no member of the teaching staff with training in library science. There is a collection of books on shelves, approximately 20 linear feet, in the office of the school principal. Because of this unique location, the books do not appear to get maximum usage.

No listing of the library materials is available. The library services and facilities at Little Eagle are not sufficient to be included in the tables.

PUBLIC SCHOOL AND OTHER LIBRARIES

Four public school districts provide library services for some Indian children. In addition to these districts, one joint public-BIA school operation at Fort Yates provides some library services. Other libraries include the McLaughlin Public Library and the Sioux County Library and Bookmobile.

Fort Yates Elementary School Library Inventory

The elementary school library located in Fort Yates was inventoried by the research team. The general condition of the building was assessed as good. This library facility is in operation for the first year. Prior to its opening, the books were contained in individual classrooms. No trained librarian administered the facility. There was, however, an NYC trainee who acted in that capacity.

The new library is equipped with a card catalog, a workroom, and a display area. There is a librarian's desk. Some storage space is available for excess material, but there is no space for periodicals storage. Audio-visual storage area is in another part of the building. The facility is open Tuesday through Friday, with hours from 8:30 a.m. to 5:00 p.m., and it is estimated that 365 elementary children are served weekly. Leisure time reading is available to first through third grades in addition to normal checkout service. The library could use more space, trained personnel, and a larger budget than the present $420 allocation.

The data in Table 58 indicate a good supply of audio-visual equipment. The book collection appears to be nearly adequate in number for a first-year operation. The library materials do not reflect the fact that the student body is predominantly Indian. Only 30 of the 2,948 volumes and none of the 180 filmstrips deal with the American Indian. The present use of an NYC trainee for library staffing does not utilize the maximum potential that a library can provide in terms of learning experience for children.

Fort Yates Community High School Library Inventory

The library of the Fort Yates Community High School is housed in a two-story brick building that was constructed in 1936. The condition of the building is adequate; however, lack of sufficient space in the library is evident. The library is neat and well kept, and attractive displays aid in advertising and the selection of certain books. A large outdoor Indian village scene is captured in a beautiful mural on the library wall. This scene was painted by a local Sioux artist many years ago.

The facility appears to receive maximum usage. There are nine tables for study with a maximum seating capacity for thirty-two students. A major drawback of the facility is that there are no student workrooms or areas for individual study. The facility is traditional in organization and content, as no major technological advances are utilized here.

The Fort Yates Community High School is operated cooperatively by the public school district and the Bureau of Indian Affairs. The student body is predominantly Indian, but the library materials do not adequately reflect this fact in terms of numbers and type of media dealing with the

American Indian. For example, of the 28 films, there are no films dealing with the American Indian, and only 40 out of 500 filmstrips deal with this topic.

The school has an audio-visual coordinator. Consequently, audio-visual materials and equipment are housed in separate areas.

The most obvious need of this facility is more space for workrooms, individual study, storage, and bookshelving. It appears that an aide for the librarian could also improve student utilization of the library facility.

McIntosh Public School Library Inventory

McIntosh School District #1 serves students in grades K-12. The student body is primarily Caucasian, but a small percentage of the students are Indians from the Bullhead community. The condition of the building is good.

In the library, the administrative area consists of one desk in the reading section. The display area consists of approximately 22 linear feet of pegboard. Plans for future building development call for the elementary and secondary libraries to be combined during 1972-1973, but the square footage will not exceed 900 square feet.

The data in Table 57 indicate that only 100 of the 3,900 volumes, none of the 120 filmstrips, and no films deal with the American Indian in this school library. The facility has a librarian on a half-time basis to serve all students.

McLaughlin Public High School District #21 Library Inventory

The McLaughlin High School library is housed in a building which was constructed in 1925. The student body of McLaughlin is predominantly non-Indian, but a small number of Indian students from the Little Eagle community also attend this school. The administrative area of the library is comprised of one desk in the reading room. The display area is made up of one 5-foot magazine rack.

Services that are rendered to the high school students include open stacks, checkout service, and audio-visual materials.

The library facility has a total area of 2,522 square feet and 440 linear feet of books. The library has a card catalog and an administrative area but lacks individual learning areas, conference rooms, audio-visual storage, and additional space for stacks of excess material.

The listed media do not reflect an effort to provide information about the American Indian. In the book collection, 34 out of 5,236 book titles are on the Indian, 10 of the 938 filmstrips, and 10 of the 243 audio tapes deal with the American Indian.

The data in Table 58 indicate that the school has a relatively large amount of audio-visual equipment.

Solen Public School Library Inventory

The Solen Public School District #3 also includes the Indian community of Cannonball. In the Solen School the enrollment is 257 students, with approximately 90 of them being Indian students. The Cannonball enrollment is 112 in grades K-6, making a total enrollment for the Solen School system of 369.

An inventory of the Solen library facility indicated that condition of the building is good. In the library reading area, there is seating room for 16 students at tables. There is a display area of 7 feet for periodicals and 4 feet of bulletin board. There is also a desk used for administrative purposes in the library.

The library is small with a total of approximately 33 linear feet of books and 553 square feet of floor area. The library is staffed five hours per week by a teacher with no training in library science and 35 hours per week by a library aide. The collection has a total of 1,696 books, 63 of which deal with the American Indian, and 100 filmstrips, none of which deal with the American Indian. No films are owned by the school.

Future development plans call for a new library to be completed by 1973-1974 with a library area of 30 x 65 feet with a small workroom and two conference rooms. This proposed new library at Solen is to become the central library serving Cannonball as well.

Cannonball School Library Inventory

In the Cannonball School, which is a part of the Solen Public School District, no library facility exists. There is neither a librarian nor a staff member who is trained in library science. Any attempts to meet library needs of students are found in a single set of bookshelves and approximately 16 linear feet of books in each classroom. There is no procedure for checking out books nor for cataloging in the school. There is no audio-visual department in the school, and no person in charge of this media component. The insufficient amount of library materials and lack of service of this facility do not justify the library's inclusion in the tables.

Wakpala Public School Library

The village of Wakpala is a part of Smee Independent School District #4. The library is housed in the high school building, which itself is in only fair condition.

The administrative area of the library consists of one desk in the reading room. The display area consists of a 6-foot magazine rack.

The library is small and overcrowded. Seating space is inadequate and a small amount of noise disrupts the entire area because of poor acoustics. Problems are compounded because elementary students must come and check out books while high school students are in the library.

The data in Table 57 indicate that the library has 3,988 titles, 50 of which deal with the American Indian.

The library has 13 films, none of which are on the Indian. A total of 195 filmstrips were listed and none were of Indian content.

The square footage of the library is 770 feet, with a total of 128 linear feet of books. Storage of all types is very minimal, and the facility is very crowded. No individual learning areas, workrooms, or conference rooms are available.

The library utilizes a half-time staff person who has 11 hours of library science training. Additional library assistance is provided by an NYC trainee. The data in Table 58 indicate that audio-visual equipment is very limited. One 16 MM film projector, 4 each of filmstrip projectors, overhead projectors, audio tape recorders, projection carts and projection screens comprise the basic equipment.

McLaughlin Public Library

This facility is housed in a municipal building which was constructed in 1969 and which also houses the police department and municipal offices. The term "library" is actually a misnomer in this situation. It would be more descriptive to call it a collection of books on shelves. There is no librarian in charge, no card catalog, and no service of any consequence provided to the general community. Of the existing book collection in this library, an estimated 70 per cent of the books must be returned to the Tri-County Library system.

Sioux County Library and Bookmobile

The Sioux County Library, Fort Yates, North Dakota, is housed temporarily in a basement room of the Sioux County Courthouse.

The Sioux County Library Board governs this operation. Part of this operation involves the use of a bookmobile which provides services 10 days per month. The bookmobile is manned by staff and volunteer help who have had some training in library work. The bookmobile percentage of age group service indicates that elementary students receive 85 per cent, secondary students 12 per cent, and all adults a total of 3 per cent of the service provided. No audio-visual equipment is available through this facility. A listing of 1,313 books with 85 on the American Indian comprises the total inventory of materials of the combined library and bookmobile.

RESPONSES TO QUESTIONNAIRE CATEGORIES DEALING WITH MEDIA ACCESS, INFORMATION CONSUMER HABITS, AND LIBRARY ACCESS

The elementary pupil questionnaire contained two categories in this area; Items 49 through 55 dealt with the availability of media in the home and Items 56 through 60 dealt with library use. The data in Table 60 indicate the incidence of media in the homes of the elementary pupil sub-population sample. These data indicate that accessibility to media in the homes is relatively high. The availability of books, magazines, newspapers, radio, and television was in the range of 83 to 93 per cent. Ranking somewhat lower in availability were record players at 78 per cent positive and tape recorders at 51 per cent.

The data in Table 61 summarize elementary responses to items concerning library use on a reservation-wide basis. The data suggest that an overwhelming majority of Indian students enjoy the library and read many books. However, 59 per cent of the students feel that there are library rules and/or book fines which tend to prohibit children from using the facility. The data further indicate that nearly 70 per cent of the children are taken by their teacher to the library, instead of being free to use the facility on an individual basis.

Children should be taught how to use the library early in their school careers and be encouraged to visit the library during their spare time. Students should not be overly dependent upon teacher assistance to go to the library. Libraries must have rules, but they should not be used or enforced in a manner that tends to make them counter-productive.

TABLE 60

TABULATION OF ELEMENTARY PUPIL RESPONSES TO ITEMS CONCERNED WITH THE AVAILABILITY OF MEDIA IN HOMES ON THE STANDING ROCK RESERVATION

Item No.	Item	Per Cent Responding Yes	No	No Response
49	Magazines	87	12	0
50	Books	88	10	1
51	Newspapers	84	14	1
52	Record player	78	19	1
53	Tape recorder	54	43	2
54	Television	83	15	1
55	Radio	93	5	1

TABLE 61

TABULATION OF ELEMENTARY PUPIL RESPONSES TO ITEMS DEALING WITH USE OF EXISTING LIBRARY FACILITIES

Item No.	Item	Yes	Per Cent Responding No	Undecided (Maybe)	No Response
56	I use the school library by myself	25	73	NA	1
57	My teacher takes me to the school library	68	30	NA	1
58	I enjoy using the library	86	2	10	0
59	I read many books from the library	73	12	13	0
60	Library rules and book fines stop kids from using the library	34	39	25	0

NA - Not Applicable

The secondary student responses to items dealing with use of existing library facilities are summarized in Table 62. These data indicate that two aspects of secondary student library utilization need some attention. On item 99, 65 per cent of the students felt that existing library rules and regulations prevented them, to some degree, from using the facility. Another item showed that 66 per cent of the students felt that a lack of Indian-related material discouraged them from using the library.

In a school which services a student body which is predominantly Indian, the content and procedures of the library should be geared to meet Indian needs.

Other data suggest that the facility could serve unmet student needs by remaining open on evenings and weekends. The facility appears to meet students' needs for present school work but falls short of meeting their personal needs.

The secondary student questionnaire contained categories dealing with access and utilization of media in the home and utilization of existing library facilities. Questionnaire items 106 through 115 dealt with media and information consumer habits in the home. The responses to these items are summarized in Table 63. These data indicate that the availability and utilization of media in the home are relatively high. Usage of AM radio and television is very high, and record players, books, and magazines also rank quite high. Lesser accessibility was indicated for daily and weekly newspapers, FM radio, tape recorders and tribal publications.

TABLE 62

TABULATION OF SECONDARY STUDENT RESPONSES TO ITEMS DEALING WITH THE UTILIZATION OF EXISTING LIBRARY FACILITIES ON THE STANDING ROCK RESERVATION

Item No.	Item	Per Cent Response					
		Very Little	Little	Some	Much	Very Much	No Response
98	To what extent do you feel that existing library services meet your need to know things?	4	4	31	30	25	2
99	To what extent do the rules and regulations of the library, such as return dates, book fines, no smoking, the checkout procedures or no talking prevent you from using the library?	20	11	21	23	21	1
100	To what extent does the lack of Indian-related material discourage you from using the library?	17	13	31	18	16	2
101	To what extent does the lack of other materials you have an interest in discourage you from using the library?	8	13	36	26	13	2
102	To what extent do the hours that the library is open discourage you from using it?	14	17	28	22	16	1
103	To what extent do transportation problems make it difficult for you to use existing library facilities?	22	23	25	14	14	2

TABLE 62 (continued)

Item No.	Item	There are none	Once per Mo.	Twice per Mo.	3 times per Mo.	5 times - Over	No Response
				Per Cent Responding			
104	How often do you have access to bookmobile services?	38	24	13	9	9	3
		8 a.m.- 5 p.m. weekdays	8 a.m.- 5 p.m. weekends	5 p.m.- 10 p.m. weekdays	5 p.m.- 10 p.m. weekends	No Response	
105	What library hours would be most convenient for your use?	33	12	26	16	10	

TABLE 63

TABULATION OF SECONDARY STUDENT RESPONSES TO ITEMS DEALING WITH THE AVAILABILITY AND UTILIZATION OF MEDIA IN THE HOME

Item No.	Item	Don't Have	1-5 hours per week	6-10 hours per week	11-15 hours per week	16 hours - over	No Response
106	AM radio	2	16	27	13	38	2
107	FM radio	25	32	18	8	12	3
108	Record player	11	22	23	14	26	1
109	Tape recorder	38	21	16	8	12	2
110	Daily newspaper	17	37	22	11	7	3
111	Magazines	5	45	18	16	11	2
112	Tribal publications	29	30	12	12	11	3
113	Books	3	35	28	14	12	4
114	Television	2	13	12	26	40	3
115	Weekly newspaper	19	38	17	10	10	3

These data illustrate the relatively high accessibility to media at home by secondary students. They suggest further that means to deliver some types of information already exist.

The adult interview schedule also included 20 items dealing with the information consumer habits on the Standing Rock Reservation. These items were divided into two equal groups; items 128 through 137 deal with the availability and utilization of various media in the home. A summary of responses to these items is provided in Table 64. These data indicate that the adult population does not have an adequate access to media in their homes. As an example, 51 per cent do not receive a daily or weekly newspaper, 15 per cent do not have AM radios, 21 per cent do not have television, 24 per cent have no books and 32 per cent do not have any magazines. These circumstances must be overcome if the adult population is to become well informed in many areas.

The data collected using the questionnaire and interview instruments provided additional information about library access, utilization, and patterns of information consumption. These areas will be discussed in terms of the categories included in the instruments developed for each particular sub-population.

In the adult interview schedule, ten items sought information about access and utilization of existing library facilities and services. A summary of the responses to these items is provided in Table 65. The data in Table 65 indicate that existing library facilities and services

TABLE 64

TABULATION OF ADULT RESPONSES TO ITEMS DESIGNED TO ASSESS THE AVAILABILITY AND UTILIZATION OF MEDIA IN THE HOMES ON THE STANDING ROCK RESERVATION

		Per Cent Responding				
Item No.	Item	Don't Have	1-5 hours per week	6-10 hours per week	11-15 hours per week	16 hours - over
128	AM radio	15	12	28	15	30
129	FM radio	53	12	16	7	12
130	Record player	45	17	8	9	21
131	Tape recorder	62	11	8	9	10
132	Daily newspaper	51	18	3	6	22
133	Magazines	32	29	14	6	19
134	Tribal publications	25	42	8	3	22
135	Books	24	26	19	13	18
136	Television	21	9	6	13	51
137	Weekly newspaper	51	19	4	8	18

TABLE 65

TABULATION OF ADULT RESPONSES TO INTERVIEW ITEMS DEALING WITH LIBRARY ACCESS AND UTILIZATION ON STANDING ROCK RESERVATION

		Per Cent Responding					
Item No.	Item	Very Little	Little	Some	Much	Very Much	No Response
148	To what extent do you feel the existing library services meet your need to know things?	44	8	5	7	35	1
149	To what extent do the rules and regulations of the library, such as return dates, book fines, no smoking, the checkout procedures or no talking prevent you from using the library?	51	7	11	8	23	0
150	To what extent does the lack of Indian-related material discourage you from using the library?	38	6	12	13	30	1
151	To what extent does the lack of other materials you have an interest in discourage you from using the library?	40	9	14	10	26	1
152	To what extent do the hours that the library is open discourage you from using it?	42	11	12	15	19	1
153	To what extent do transportation problems make it difficult for you to use existing library facilities?	43	12	14	6	24	1
154	To what extent does distance cause you difficulty in using existing library facilities?	46	9	15	3	26	1

TABLE 65 (continued)

Item No.	Item	Per Cent Responding There are none	Once per Mo.	Twice per Mo.	3 times per Mo.	4 times or more	No Response
155	How often do you have access to bookmobile services?	45	45	5	1	4	0
		0 - 1 Mile	2 - 3 Miles	4 - 5 Miles	6 - 10 Miles	11 or More	No Response
156	How far is the nearest library from your home?	45	7	0	12	36	0
		8 a.m.- 5 p.m. weekdays	8 a.m.- 5 p.m. weekends	5 p.m.- 10 p.m. weekdays	5 p.m.- 10 p.m. weekends		No Response
157	What library hours would be most convenient for your use?	30	11	29	22	8	

do not meet the needs of many adults as suggested by the following figures. Fifty-two per cent said the library does little or very little in meeting needs to know things, 58 per cent indicate prohibitive rules, 44 per cent cite a lack of Indian-oriented materials, 49 per cent cite an overall lack of all materials, 53 per cent cite inadequate hours the facility is open, 55 per cent cite transportation or distance as a major difficulty.

From the data generated by this segment of the questionnaire, it is obvious that existing library facilities are inadequate.

The adult interview schedule also sought data about information habits outside of the home environment in places such as tribal and community centers. The same questions asked in the home setting were asked of community center settings in items 138 through 147. A summary of these responses is provided in Table 66. These data indicate that accessibility to media by adults in tribal and community centers is virtually nonexistent. On the basis of computed figures for items 138 through 147, an average of 81 per cent of the adults do not have access to the media components cited. These data show a dramatic shortcoming in the existing communities in attempting to keep Indian people well informed and meet their perceived informational needs.

TABLE 66

TABULATION AND UTILIZATION OF MEDIA AVAILABLE IN TRIBAL OR COMMUNITY CENTERS ON THE STANDING ROCK RESERVATION

		Per Cent Responding					
Item No.	Item	Don't Have	1-5 hours per week	6-10 hours per week	11-15 hours per week	16 hours - over	No Response
138	AM radio	81	5	3	2	6	3
139	FM radio	85	3	5	3	1	3
140	Record player	83	5	4	1	5	2
141	Tape recorder	85	7	2	2	2	2
142	Daily newspaper	72	9	6	1	10	2
143	Magazines	60	16	7	3	12	2
144	Tribal publications	55	16	6	4	15	4
145	Books	68	13	7	2	8	2
146	Television	73	4	2	3	16	2
147	Weekly newspapers	76	7	4	1	10	2

BILINGUALISM

The data presented in Chapter II concerning the characteristics of the sub-population samples indicated that use of native language dialect (Dakota, Lakota, and Nakota) is a significant factor in the cultural life of the Standing Rock Sioux reservation community. These data indicated that 57 per cent of the elementary pupils, 37 per cent of the secondary students, and 79 per cent of the adults had speaking skills in one of the dialects. Twenty-seven per cent of the secondary students and 46 per cent of the adults indicated an ability to read in a native language. The proportion that indicated writing skills was somewhat lower, with positive responses of 17 per cent and 30 per cent of secondary students and adults, respectively.

The new emphasis on native American languages has come from two sectors of social life, the renewed interest in Indian culture and education. The renewed interest in Indian culture has kindled a new appreciation for native languages. Language is recognized as an essential medium for transmitting and preserving the Indian cultural heritage. In the recent past, use of native languages was discouraged and even punished in schools as part of the assimilation philosophy. Today Indian young people take a growing pride in their ability to use a native tongue as one aspect of the total renewed interest in Indian culture.

The second emphasis on native American language has come from bilingual education. American educators have become increasingly aware of the learning problems of children who come from homes where English is not the primary language. This awareness has led to the development of bilingual approaches and materials that have been used on a developmental basis. While the program has not been extensive, many Indian educators have been enthusiastic about the results. Some have taken the position that bilingual education for Indian children is most important for increasing learning among those from homes where the native language is used, with cultural preservation being a side benefit.

Educational programs and curriculum are beyond the scope of this report. However, a tribal library which serves the entire Standing Rock community must be sensitive to the needs and wishes of people of all ages in the area of native language needs. There is clearly a need for native language materials based on the fluency data collected in this study. Chances are that the need will grow if present cultural and educational trends continue. A vital tribal library must be sensitive to these needs and prepared to meet them. Meeting these needs will probably require local facilities and staff to actually produce written and recorded materials that are not commercially available.

CHAPTER IV

TRIBAL LIBRARY
AND
INFORMATION CENTER

The present chapter attempts to identify innovative delivery mechanisms and programs to meet the identified informational needs of the Standing Rock Sioux Reservation. The presentation provides essential background information, administrative and organizational components of the proposed model, and suggestions regarding materials and delivery systems. The model is projected for on-site implementation of a demonstration library and information center for the second phase of the National Indian Education Association (NIEA) Library Project. Time limitations and the later involvement of library and media consultants after the project had been initiated created particular conditions and constraints. The consultants to the Bureau of Field Studies and Surveys did not have an opportunity to visit Standing Rock for first-hand observation and data collection for development of the model. Their help and recommendations had to be based on oral and written communication received during a conference session approximating a total of four days. For these reasons the model is general, so as not to involve false assumptions or interpretation of the information.

COMMUNITY FACTORS

The following are some of the major factors considered by the consultants in their projection of a model. The Standing Rock Sioux Reservation covers a large area spread over two states, North and South Dakota. The administrative center of the community is located in the northeastern corner of the district. Thus, Fort Yates has not only the highest population but also is the center for service and business for the reservation. The highway system is poor, as there are few all-weather roads; personal transportation is limited since no public bus system is available throughout the reservation, and private means of transportation are lacking.

Minimal communication exists. There are few telephones throughout the reservation, and postal service directly to the individual is not provided. Further, slightly more than half of the residents in the district are not Indians.

Most Indians read English to some extent. Currently, however, there is increased stress on native languages. This factor has particular import for development of a model for a demonstration tribal library and information center on the Standing Rock Sioux Reservation. The culture may rightly be described as essentially oral and, therefore, a need exists for audio-visual materials, especially audio materials in both languages. The model proposed stresses an increased need for bilingual aspects in the program. Authority is centered essentially in the Tribal Council. Finally, schools and community centers already exist or are planned for actual construction in the near future. These facilities can serve as sites for the demonstration library program or as sub-centers.

DESCRIPTION OF LIBRARY MODEL

The Standing Rock Tribal Library Program is designed to identify and satisfy all information needs of all residents of the community.

Materials and information will be supplied in all needed formats and delivered in spite of obstacles of medium, isolation, and language to individuals as their need dictates. It is assumed that every tribal member has a right to obtain all information he needs or desires.

The program is also designed to support every other service agency now operating for the benefit of reservation Indians. This is both from the aspect of information services and for a sharing of all other facilities.

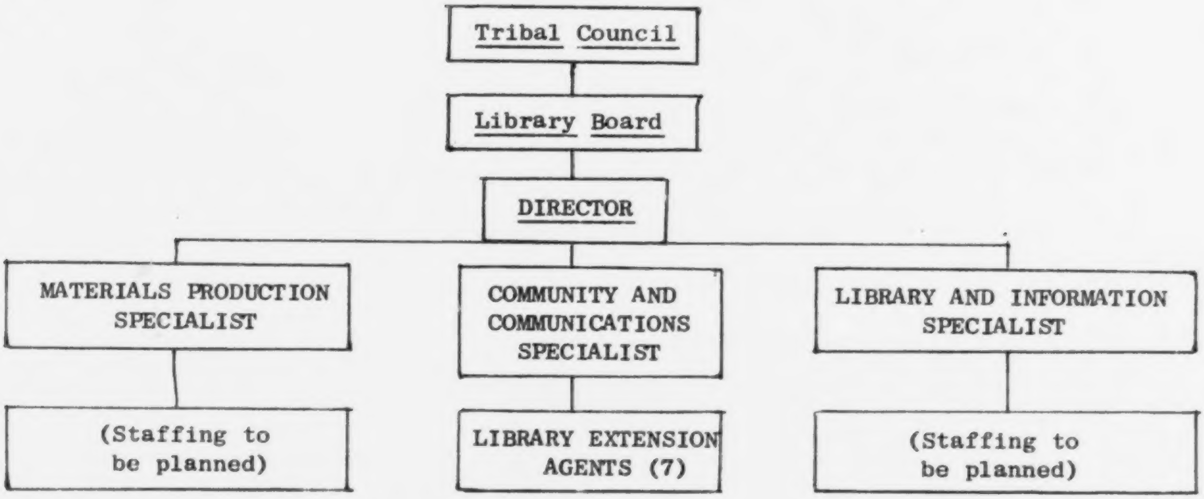
An outstanding feature of this program is that it is designed strictly on the basis of identified individual needs. Such a service operation may develop some very unusual but useful aspects. The position of Library Extension Agent, defined later, is the unique factor which will permit the library to develop on the basis of need rather than as a mere copy of traditional library forms.

GOVERNANCE

The Standing Rock Tribal Council is established as the ultimate governing authority. It is recommended that this body establish a separate Tribal Library Board to set policy and govern the library. This body should include representatives from each of the seven (7) reservation districts.

ADMINISTRATION

The committee of library and media consultants, on the basis of information received, proposes establishment of the following administrative and staffing pattern:


Tribal Council
Library Board
DIRECTOR
MATERIALS PRODUCTION SPECIALIST
COMMUNITY AND COMMUNICATIONS SPECIALIST
LIBRARY AND INFORMATION SPECIALIST
(Staffing to be planned)
LIBRARY EXTENSION AGENTS (7)
(Staffing to be planned)

The Library Board should be appointed immediately so that the Director can be employed to begin key staffing and planning. As a first step, the Materials Production Specialist and Library and Information Specialist should be employed to plan their operations. They should be instrumental in planning for space and staff needs for their respective operations. Each person will administer a fairly large segment of the library program. The Community and Communications Specialist should also be employed at this point. He should in turn recruit and train the seven Library Extension Agents. These persons will live in the district they serve, getting to know the people and their needs and drawing upon the Fort Yates-based library in serving their clients. It is recommended that all seven of these persons be employed and located in their communities as soon as possible. It is recommended that they be chosen from the district they serve, since in that way they can make great contributions toward planning an effective, functional library program.

Also needed, but not specified here, are a number of support personnel such as clerical workers and technicians.

JOB DESCRIPTIONS

General job descriptions are provided only for the key personnel to be employed at the beginning of the program. Other descriptions and refinements of those presented here are better left to personnel who are on location and in a better position to understand local needs.

Major consideration should be given to prospective personnel who are service oriented, community minded, and bilingual members of the Sioux tribe.

A. Director

1. Qualifications:

This person must possess administrative skills, plus knowledge of the Standing Rock Sioux Reservation and its needs.

2. Functions:

To administer and coordinate the entire program. Special stress is placed on program planning and evaluation.

B. Materials Production Specialist

1. Qualifications:

This person should have a high level of audio-visual production knowledge and administrative skills.

2. Functions:

To produce all materials needed for the library program which are not available through commercial sources. These materials can run the gamut from printed leaflets to television studio production. Since residents of the Standing Rock Sioux Reservation depend heavily on oral communication, aural and pictorial media are expected to predominate. Two media which seem to hold great promise are FM radio and audio-tape cassettes. The operation of an all-Indian radio station seems to hold special promise.

Since many materials must be in the Dakota language, at least one translator will be required on this staff, and translating will be part of the materials production program.

C. Community and Communications Specialist

1. Qualifications:

This individual should be a Sioux, should have good knowledge of the reservation, and should preferably speak one of the three most prevalent dialects.

2. Functions:

The duties are twofold. Primarily this position will be to select, train, and coordinate the Library Extension Agents in their interaction between the different communities and the library services offered in the central plant at Fort Yates as well as those offered in each individual community.

Secondly, the person in this position will mediate between the policy planning agents of the tribal library and people of the community. In doing this the Communications Specialist will analyze the individual's needs and the community's needs, and communicate these to the two other specialists, as well as to the chief policy planning agencies of the library.

D. Library and Information Specialist

1. Qualifications:

At least a Master's Degree in library science is essential, with special strengths in information location, collection building, and information handling. Administrative skills at a high level are required.

2. Functions:

To build materials collections in all formats which are tailored to the needs of Standing Rock communities, and to administer library programs which maximize the usefulness and use of materials.

E. Library Extension Agents

1. Qualifications:

These persons should be Sioux and bilingual. They should be approachable and well regarded, particularly in the district from which they are drawn.

2. Functions:

These seven individuals will be trained for their job function of relating the tribal library to the local communities.

The unique, noteworthy feature of the model for a demonstration tribal library is the involvement of staff on the local community level.

COMMUNITY RELATIONS

Planned and sustained community relations activity in a cultural institution is the day-to-day application of what is called "public relations" in the world of business. Like public relations in the economic sector of society, community relations draws its content from applied social and behavioral sciences. Both are used in modern society to bring into harmonious adjustment shifting social needs and interests of people with the institutions which serve them.

Community relations is not publicity, although "publicity", insofar as it attains high visibility for an institution and its goals, should be an objective of a community relations program. Publicity is a one-way street of communication, whereas community relations is an engineered social process which provides valuable feedback mechanisms to the interaction between an institution and the people it is mandated to serve. It can be said, therefore, that community relations, as a social process, is a coherent aggregate of communication skills which, when applied with understanding, advances the integration of a people with its cultural institutions. The more structurally differentiated a community turns because of evolving specializations within the formal organization of its social system, as a general rule of social development, the greater is its need of community relations process.

Overall, a well-planned community relations program should be oriented toward three coordinated objectives which, working in conjunction with each other, contribute to the optimum functioning of complex formal organizations. A library is one such organization. Thus, with a Tribal library specifically in mind, the following three coordinated objectives are here proposed as touchstones in the planning of a community relations program.

1. Publicity

Publicity is an objective which is attained by means of a category of community relations activity geared to information giving. A Tribal library, no matter how great the cultural enrichment potential of its programs, will languish largely unfulfilled of potential for the lack of high visibility within the reservation community. It is not enough to open library doors and make services available. People at the farthest reaches of the library's service area have to be informed constantly how each, in accordance with particular needs and interests, can best use the library and at which times. All of this necessitates a library information system which is plugged into all media of communication on the reservation and which is supplemented by newsletters, brochures, bookmarkers, posters, and the like. However, as a means of obtaining a sustained high visibility as a cultural institution, the Tribal library will need a symbol whose meaning is embedded in the reservation culture and, therefore, is known to all.

Symbols are the shorthand of communication. "By symbols," wrote Thomas Carlyle, "is man guided and commanded, made happy, made wretched." Some symbols, as Carlyle's statement hints, are more significant than others. Therefore, it is imperative that the Tribal library select a symbol which communicates to all and is not only a permanent presence in the community but also the bond between its institutional mission and cultural roots of the reservation.

2. Persuasion

Persuasion is an objective which is attained by means of a category of community relations activity geared to "selling" the worthwhileness of an institution and its programs. "Persuasion" in this context stands for the active cultivation of esteem within the community. No community-supported organization, even one with an excellent goal-attainment record, can afford to take for granted its sources of support. Legitimation -- by which is meant the sanction of support -- will have to be reaffirmed for the Tribal library at those perennial decision-making occasions when reservation resources are allocated. In anticipation of these occasions, community leadership should have in hand a full accounting of stewardship from the library administration. A regularly scheduled "Annual Report", preferably published and widely disseminated on the reservation, suggests itself as one communication channel for this purpose.

The Annual Report, however, is a silent advocate. Its effectiveness could be greatly enhanced by an officially constituted library board and the availability of an organized "Friends of the Library". An association of "Friends of the Library", comparable in function to that of a "hospital auxiliary" or a "parent-teacher association", can in time become an infrastructure of the Tribal library with a large capacity to generate support at the mass base of reservation life.

3. Integration

Integration is an objective which is attained by means of a category of community relations activity that builds upon the social impact of publicity and persuasion and is aimed at the strengthening of institutional posture. Feasible conjunctions of institutional goals and emerging community aspirations are probed, identified, and brought to the attention of policy makers. Institutional goal enlargement, it should be noted, is the statesmanship dimension of administrative leadership. It is to this end that the integration objective of a community relations program is oriented.

The University of Minnesota Bureau of Field Studies and Surveys already has conducted a comprehensive survey as a prerequisite to the formulation of Tribal library goals. Moreover, data from this survey have pinpointed clusters of a potential library clientele. Now that these clusters have been identified, and as their cultural needs are programmed into library services, it will be the task of a community relations program to cultivate sustained positive attitudes in the interaction between the library and its diversified client system. This means essentially that library goals will have to be modified over the years, as life on the reservation changes. Therefore, it is altogether necessary to build into the library community relations program a schedule of periodic surveys in order to ascertain to what extent new cultural needs have surfaced in the community and attitudes toward the library have changed.

These, then, are coordinated objectives in the planning of a community relations program: publicity, persuasion, and integration. However, the order of priority these objectives assume in the Tribal library's community relations program during a given time span has to take into account salient conditions in the social environment which are likely to inhibit or advance its cultural usefulness to the reservation.

STANDING ROCK TRIBAL LIBRARY

Planning a community relations program for a Tribal library is an administrative task for which ultimate accountability has to be assumed by the head librarian. Such planning at Standing Rock should begin by taking into reflective account the broad community aspirations which are built into "Developmental Plan: Phase II." Indeed, a library community relations program which is not harnessed to goals of this self-revitalization effort would be flawed fatally from the start. Such is the momentum of "Developmental Plan: Phase II."

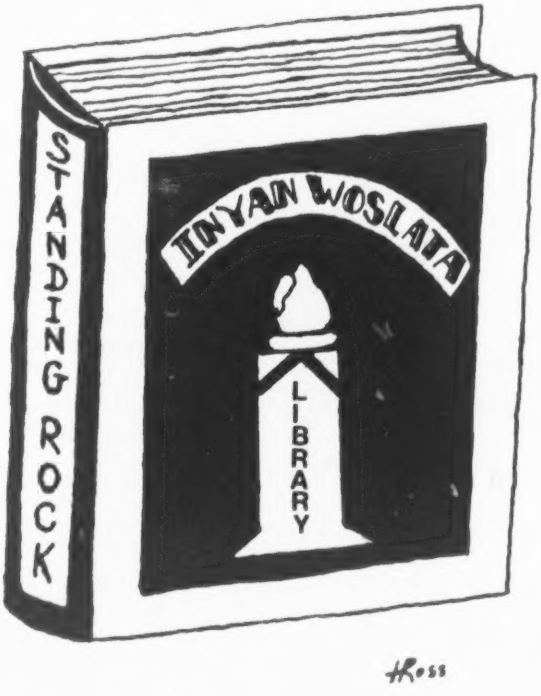
The most serious community relations problem likely to confront a Tribal library at Standing Rock springs from its already assigned location within the forthcoming larger community center complex. On the other hand, given a prominent institutional visibility for the library, this problem can be overcome and even turned into a great advantage. Obviously, exposure strategies -- "publicity" -- have to be given a high priority in the library's community relations program. People, young and old, will be drawn to the community center by a variety of leisure-time programs, and these people would be an ideal target audience for a publicity campaign aimed at "get the library habit". As a first step toward a distinctive institutional identity, the Tribal library should select a symbol which, in the muted language of communication, links its goals with the Sioux cultural heritage. The Standing Rock legend is ideally suited for this purpose. A symbol image with both "Standing Rock" and "Inyan Woslata" lettered on the cover of books and with the word LIBRARY vertically spaced on a drawing of the monument, would fuse the library symbol with a revered Sioux legend. A sketch of this symbol is included on Figure II.

Once the library symbol has been selected, its use should be widespread. Bookmobiles, brochures, bookmarkers, stationery, posters, and the like can display it and thereby give continuing visibility to a Tribal library presence in the community. A symbol can do no more. Visibility to library programs and services will have to depend on publicity appropriate to a cultural institution.

"Get the library habit" is particularly well suited as a slogan around which a publicity campaign might be built. Acute economic problems at Standing Rock are related to reduced leisure-time reading in the community; to quote interview respondents, "People here don't read very

FIGURE II

PROPOSED SYMBOL FOR THE STANDING ROCK SIOUX TRIBAL LIBRARY


STANDING ROCK
INYAN WOSLATA
LIBRARY
Ross

much." Getting people to the library will not be easy, but a sustained publicity directed at this condition in the social environment can turn the situation around.

Even before the Tribal library opens for service, a "Friends of the Library" group might be formed with representatives in each of the seven districts of the reservation. As a first assignment, to mark the opening, "Friends of the Library" might have district school buses bring people on weekends to "let's get acquainted events" at the library. A similar publicity pattern was used when the Douglas Skye Memorial Retirement Community Complex was opened.

Moreover, an association of "Friends of the Library" can be developed into the "word-of-mouth" component of a library communications network. Standing Rock Reservation is a vast area, and social life within the districts is still characterized by a rural-type solidarity in which person-to-person interface is the dominant mode of communication. "Friends of the Library" could be of inestimable value in transmitting information about library programs and services to the reservation.

Then, of course, all available mass media channels of communication will have to be utilized. Most attractive are those which emanate from within the reservation: Standing Rock Star, CAP Newsletters, and "Standing Rock Report" on KOLY.

Beyond these are such secondary mass communication channels as church bulletins, display areas in district post offices, trading post, and CAP Neighborhood Centers. Printed newspapers have a modest circulation on the reservation, but, because newspapers are passed along to other households, library copy is likely to have a wider readership than is indicated by circulation figures.

Bread and butter publicity of this type is effective and it will call attention to library programs and services. However, its impact is of short duration. People either forget or are distracted by communication overload. Far more enduring is a type of publicity which gives visibility to institutional purpose and fulfillment. A forward position in implementing cultural goals of "Developmental Plan: Phase II" would assure the Tribal library of unending opportunities for such institution-focused publicity. The Standing Rock Fair and Rodeo is an instant case in point.

This annual event is the stellar community festival at Standing Rock. A library float and exhibition of course, but why not also public recognition and an award to the Sioux who, during the year, have made a distinguished cultural contribution to the Standing Rock Reservation? An award selection committee, representative of the seven districts, is good community relations strategy and, perhaps even more important, a latent source of social cohesion.

What have been sketched here are but the larger configurations of a planned community relations program for a Tribal library at Standing Rock. A professional library staff will be required to complete procedural details and to implement them effectively in operational contexts.

PROGRAM ELEMENTS

It has already been indicated that quarters, staff, and budgeting can best be left to key personnel who have been recommended for immediate employment.

Three major areas in the proposed model for the Tribal library program are identified as print and non-print collection building, delivery mechanisms, and library services.

RESEARCH GUIDELINES

Although no librarians were involved in either the design or the execution of research on informational needs and communications interests of community members, it should be understood that these interest areas emanated from Indians themselves and were accepted by the Indians on the research team. This research approach may be unique. Findings of the study should serve as useful guides for developing the basic collection of materials during the initial phase of the project, without, however, ignoring other areas wherein materials are deemed necessary.

The lists themselves have been developed from the research findings of the study. To identify high priority interest areas, the items which received the highest response in each subject division were chosen. To build library collections of books, films, filmstrips, recordings, and media in other formats, librarians utilize subject bibliographies as their approach to identify specific titles for purchase. As indicated by the term, the bibliography brings together titles of materials available on a particular subject. As a result, to make the findings useful as guidelines to the librarian and information specialist in the selection of materials, the lists have been organized according to subject. The three high interest areas within that subject have been presented for elementary students, elementary teachers, secondary students, secondary teachers, and adults of the reservation.

For the librarian's reference purposes, the subject groupings have been put into alphabetical order. As indicated by the following listing, priorities suggested for the purchase of material are as follows:

ACADEMIC DISCIPLINE, GENERAL EDUCATION, SCHOOL AND LEARNING

Elementary Students	a) Art and music b) Solving mathematical problems c) Helping you to learn about science
Elementary Teachers	a) Reading b) Mathematics c) Guidance and counseling
Secondary Students	a) Indian studies b) History c) Mathematics
Secondary Teachers	a) Industrial education b) Guidance and counseling c) Mathematics
Adults	a) Driver Education b) Business education c) Indian studies program

AMERICAN INDIAN CULTURE

Elementary Students	a) Noted American Indian leaders, past and present b) Languages of American Indian tribes c) Music, dances, and arts and crafts of American Indian tribes
Elementary Teachers	a) Legends and stories of American Indian tribes b) Noted Indian leaders, past and present c) History of American Indian tribes
Secondary Students	a) Language and dialects b) Arts, crafts, music and dances c) Oral traditions, legends and stories
Secondary Teachers	a) Arts and crafts b) History of American Indian tribes c) Inter-tribal and intra-tribal relationships, past and present

Adults	a) Origin of your tribe b) Your tribe's history under U.S. Government c) Arts and crafts of all American Indian tribes

AMERICAN INDIAN IN URBAN SOCIETY

Elementary Students	a) Schools Indians attend in the city b) Interesting places to visit in the cities c) Why Indian people move to the cities
Elementary Teachers	a) Educational opportunities b) Indian centers c) Medical services
Secondary Students	a) Medical services b) Educational and employment opportunities c) Available housing
Secondary Teachers	a) Educational opportunities b) Employment within urban areas c) Social agencies to assist Indian people in urban areas
Adults	a) Medical facilities obtained in urban areas b) Services available from American Indian centers and groups c) Urban education to improve quality of living

CONSUMER INFORMATION, USING GOODS AND SERVICES

Elementary Students	a) More about saving money b) Why some things cost more money than others c) More about where the goods and services you use come from
Elementary Teachers	a) Family and personal budget planning b) Banking - saving and checking accounts c) Consumer protection agencies such as the Better Business Bureau
Secondary Students	a) Family budget planning b) Banking - savings and checking accounts c) Insurance
Secondary Teachers	a) Banking - savings and checking accounts b) Family and personal budget planning c) Credit - time payments, interest rates

Adults	a) Preparing family budgets b) Co-signing consumer loans c) Investing money

CURRENT OR CONTEMPORARY EVENTS

Elementary Students	a) Events related to your state (North and South Dakota) b) National events c) Reservation or tribal events
Elementary Teachers	a) National Indian events and issues b) New and current governmental Indian policies c) State and national news
Secondary Students	a) National Indian events and issues b) New or current governmental Indian policies c) Current sports or recreational activities
Secondary Teachers	a) New and current government Indian policies b) Local, personal, and social events c) Current sport and recreational activities
Adults	a) Indian-controlled organizations b) Indian life studies c) Current governmental Indian policies

FAMILY LIFE

Elementary Students	a) Getting along with other children b) How your body grows and changes c) Where to get help when you or your family has a problem
Elementary Teachers	a) Child-parent relations b) Peer group relations c) Preadolescence and adolescence of boys and girls
Secondary Students	a) Problems and concerns of teenagers b) Marriage, beginning a family c) Child-parent relations
Secondary Teachers	a) Family planning - birth control b) Marriage and the process of establishing a home c) Child-parent relations

Adults	a)	Child-parent relations
	b)	Marriage and the process of establishing a home
	c)	Infancy

HEALTH AND SAFETY

Elementary Students	a)	First aid when someone gets hurt
	b)	Safety at home with guns, with fire, in the water, and with machines
	c)	Good health and appearance
Elementary Teachers	a)	Sanitation
	b)	Safety at home
	c)	Eye care
Secondary Students	a)	Venereal disease
	b)	Safety with fire, guns, water and machines
	c)	Safety at home and first aid
Secondary Teachers	a)	Effects of alcohol, tobacco, and drugs
	b)	Venereal disease
	c)	Sanitation
Adults	a)	Fire safety information
	b)	Effects of alcohol on the human body
	c)	Drugs and narcotics

LEGAL AND CIVIL RIGHTS

Elementary Students		No response requested
Elementary Teachers	a)	Legal rights of American Indians
	b)	Access to legal counsel
	c)	Federal, state and local laws affecting the local tribe
Secondary Students	a)	Legal rights of Indians
	b)	Your tribe's constitution and by-laws
	c)	Crimes and punishments for them
Secondary Teachers	a)	Penalties for crimes and the penal system
	b)	Legal rights of American Indians
	c)	Federal, state and local laws affecting the local tribe
Adults	a)	Treaties between your tribe and the U.S. Government
	b)	Bills passed by Congress affecting Indians
	c)	Legality of land claims affecting your tribe

OCCUPATIONS AND VOCATIONS

Elementary Students	No response requested
Elementary Teachers	a) Availability of training opportunities, scholarships and grants to prepare one for employment b) Description of existing jobs in this state and the nation c) Description of all existing jobs on this reservation
Secondary Students	a) Availability of training opportunities to prepare one for employment b) Current information about job availability on this reservation and entry requirements c) Descriptions of all existing jobs on this reservation and their entry requirements
Secondary Teachers	a) Description of all existing jobs on this reservation and their entry requirements b) Current information about job availability on this reservation and entry requirements c) Availability of training opportunities to prepare one for employment
Adults	a) Training opportunities b) Jobs on the reservation and their requirements c) Job availability and entry requirements

PROFESSIONAL INFORMATION NEEDS

Elementary Students	No response requested
Elementary Teachers	a) Human relations b) In-service training c) Educational field trips
Secondary Students	No response requested
Secondary Teachers	a) Human relations activities b) Educational field trips c) In-service training
Adults	No response requested

RECREATION

Elementary Students	a) Indian cultural events such as pow-wows b) Quiet indoor games such as cards, checkers, and Monopoly c) All types of sports
Elementary Teachers	a) Family participation type activities b) Individual participation type activities c) Spectator type activities
Secondary Students	a) Family participation type activities b) Individual participation type activities c) Spectator type activities
Secondary Teachers	a) Individual participation type activities b) Family participation type activities c) Spectator type activities
Adults	a) Family participation activities b) Individual participation activities c) Spectator type activities

SERVICE AGENCIES

Elementary Students	No response requested
Elementary Teachers	a) Other federal agencies and their programs that serve the Indian community b) Tribal government and services c) BIA and its services
Secondary Students	a) Agencies which help Indians start their own businesses b) Your tribe's government and services c) Medical agencies and their services
Secondary Teachers	a) Tribal government and its services b) Bureau of Indian Affairs and its services c) Other federal agencies and their programs serving the Indian community
Adults	a) Agencies that directly affect Indian people (HEW) b) Efforts to aid Indian-owned businesses (SBA) c) Department of Interior agencies' effects

Reference to complete tables of the research findings reported in Chapter III will clarify the fact that these and other information areas will have to be satisfied in building the initial collection for the Standing Rock Sioux Reservation Library Project.

The research base which represents the major thrust of the National Indian Education Association Library Project for the development of library materials collections to serve a specific population will be appreciated by many as a unique approach. The committee of library and media consultants, however, considers it highly desirable and recommends that the instruments used in this research investigation be refined and that a panel of library and media personnel be involved in the revision. Field testing and evaluation of the usefulness and use of a materials collection based on the findings of an investigation should answer such questions as whether the interest areas used in the questionnaire are indeed exclusive and whether general, rather than specific, interest areas are the basis for individual library use.

MATERIAL SELECTION

For purposes of orientation, imagine being asked to locate 40,000 speakers who would focus not only on certain subject areas but specifically on particular aspects of that subject. Imagine as well that some of these speakers would be expected to communicate effectively to youngsters, to adults who did not understand the English language well, to people who spoke another language, and to people who had not become accustomed to listening to lectures. In addition, consider the difficulty of working with people who have had no experience as speakers and attempting to prepare them to give effective speeches which others might enjoy listening to. By analogy, this is the task being imposed on the librarian and on the production specialist in developing a collection of materials for the demonstration library and information center.

The librarian on the project, for example, will have to build a book collection of approximately 94,000 volumes, or twenty volumes for each person in the Standing Rock community.[1] As of 1971 there were approximately 330,000 books in print, which means that they are available for purchase. Many of these books are not suitable for purchase. As a result, lists of books, bibliographies, have been developed. However, the more specific topics one would like to find covered in a book, the more one must search to find a bibliography on which the appropriate book, containing the desired information, might be listed. The research study on which the entire library demonstration project is based has identified not only areas of interest but specific topics within those areas. The librarian employed for the demonstration library will be charged with the stupendous task of identifying hundreds of appropriate bibliographies, which he will have to study in order to select books covering specified topics within areas of interest. In brief, identification of an area of interest does not identify a specific book to satisfy or provide information needed in that area. Identification of the title is the distinctive, professional responsibility of a librarian. The better the selection of the material, the more time required.

---

1. American Library Association and National Education Association. Standards for School Media Programs, Chicago, Illinois: American Library Association, 1969, P. 30.

How large a collection is to be made available at the beginning of the project and how soon these materials are to be available for users will determine the number of librarians required for the selection process.[2] The typical recommendation in the library field is that a full-time librarian be employed for at least a year in advance of the opening of a library. This is the accepted practice in the profession, and its necessity should be obvious from the foregoing discussion. Purchasing and making books ready for users is included under the library term, "acquisitions procedures." For this work, a staff of typists and clerical workers must be supervised by the librarian.

A comparable pattern exists for building a collection of audio-visual materials. To choose appropriate films, filmstrips, kinescopes, phonodiscs, program instruction materials, slides, transparencies, and videotapes, the librarian will be required to read, review, and select from those listed in over 150 available catalogs and lists.[3] It should be stressed once again that the interest areas identified by the research will be productive only if material is located on the specific topic in each interest area. Acquiring and organizing these materials for library users will require an advance provision of time, staff, quarters, and equipment. There is no question but that an experienced, exceptional librarian will be required to assure that the research done in this realm will be fruitful.

---

2. Note: No quantitative recommendations for size of public library book collections have been made by the American Library Association.
3. Rufsvold, Margaret I. and Carolyn Guss. *Guides to Educational Media, 3rd Edition*, Chicago, Illinois: American Library Association, 1971.

The production specialist will be faced with extraordinary demands on his time, ingenuity and ability to relate to other community members and on his production skills in recording, photography and other aspects of audio-visual technology. He is the one charged with the responsibility for creating original material which will have to be developed on the Standing Rock Sioux Reservation. By way of illustration, he will have to be able to identify story tellers, compensate them for their efforts, and record on tape their contributions. In this sense, he will stand in an editorial relationship to individuals who are producing oral materials for the library collection. Since these materials can come only from those people on the reservation itself, his contribution to the success of the library demonstration project will be of major significance. Responsibility for storage, organization, duplication, and making these materials available for patron use will require, similarly, an adequate provision of time, staff, quarters, and equipment.

In summary, the precisely specified interest areas within subjects, the problems of locating commercially available materials to satisfy those patron interests, the necessity for extensive locally produced materials, and the supervisory responsibility required to make these materials available, all seem clearly to indicate a need for library and media consultants to serve as resource persons who may assist the librarian and production specialist employed for the demonstration project.

DELIVERY MECHANISMS

A variety of delivery mechanisms for the demonstration project of the Tribal library and information center were developed by the team of library and media consultants. As shown by the suggestions which follow, innovative rather than traditional approaches to library service are offered in the hope that they will meet the particular needs and conditions of Indians on the Standing Rock Sioux Reservation.

Touring Trailers

To make materials continuously available to patrons, trailer units are suggested. Each trailer, designed and built to specifications by existing trailer outfitting companies, would be located on permanent sites in each reservation community served by the Tribal library. The site itself would be permanent so that it would permit electrical hookup to the trailer. Electrical heat and air-conditioning would thereby be provided in each trailer. Ultimately, seven or more trailers would be moved around the reservation, as periodically the trailers would be rotated throughout the area. The Tribal library emblem on the trailers would give high visibility to the existence of the demonstration project. Rotating trailers throughout the reservation would provide access to a new collection of materials for residents in each district. Unlike bookmobiles which provide only brief scheduled service, the utilization of trailers stationed in each of the communities would provide for continuous service. These trailer sub-stations for the main Tribal library, by their size, inviting atmosphere, and proximity would foster browsing by the users. Listening and viewing facilities for audio-visual material would, of course, be included in the trailer design.

Mail Order Library

A free materials-by-mail service might be considered as a delivery mechanism. Published in newspaper format in 11½" x 15" size, and with similar paper quality, a publication by the Tribal library and information center would be distributed to all Indians on the reservation. This publication would be divided into the interest areas identified by the study which has been completed. Under each area the title of the material -- whether filmstrip, recording, or book -- would be briefly described. Each item listed would be assigned an identification number; more than one thousand items could be listed in each issue of the publication. Anyone wishing one or more of the items from the list would write down the identification numbers and send his order in. The material would be sent to him free of charge, and return postage would also be paid by the Tribal library and information center. Items such as recordings in one of the three native languages could be described both in the language itself and in English, in this way serving bilingual library users. The state of Vermont has experimented with this method of service, although it is thus far limited to books. If this method of delivery is considered, further information might be obtained from the Vermont Department of Libraries.

"Put and Take" Paperback Book Exchange

Almost everyone has paperback books which he no longer wishes to retain but would be willing to exchange for others. By providing a service in which an individual puts in one copy of a paperback and takes a book left by another person, the Tribal library and information center could focus attention on its willingness to be helpful to Standing Rock residents. Many individuals unaccustomed to using library materials might well be drawn to the library out of curiosity or interest and become active patrons. It is assumed that any library collection today will include a large proportion of paperback books as a part of its holdings. This approach would make it possible, after paperback materials purchased by the library no longer are considered usable, to withdraw them from circulation and place them in the paperback "Put and Take" shelving.

It should be clearly understood when the program is initiated that the copies exchanged have not been selected by the library staff and as a result no responsibility is assumed by the Tribal library for the quality of the materials. Nevertheless this service may be particularly valuable for the library staff, in that the materials which appear on these shelves can provide insight into the actual reading preferences of the patrons. In this way, the Tribal library staff may become far more knowledgeable in the selection of materials for the library collection itself. Great success has been reported by former students of one consultant who, as librarians, have instituted this approach in libraries in Minnesota. This method may very well serve as an innovation instrumental in bringing people to sub-station trailer centers as well as to the main library itself at the opening of the demonstration library. A logical extension would be a service for the exchange of phonograph records and ultimately for exchange of tapes.

Box Shelf Library

Bringing people to the library may require that the library first be brought to the people. This is the basis for this next delivery mechanism suggested. Throughout the Standing Rock Sioux Reservation there are schools, small stores, health centers, and meeting rooms as well as other congregating places. Small portable libraries could be brought to these meeting places in the form of boxes constructed with one or two shelves inside, a lid on one side which can be raised to serve as a display board for various library activities or programs, and a handle at one end to facilitate transport. Filmstrip viewers, continuous tape players, pamphlets, copies of magazine articles, and books could be included in the shelf libraries. Library Extension Agents might identify, assist, and produce tapes by community members discussing the particular topic which was the focus for the materials in a given shelf library. Procedures could be worked out for local handling of those materials which might be circulated from the box library. The costs of materials lost are, in the long run, far less than the cost of library materials which go unused. In brief, the gain may outweigh the loss if the Tribal library demonstration project is successful in satisfying the interest needs identified for the Standing Rock Indian population. Needless to say, these box shelf libraries would be rotated throughout the reservation in order to achieve the purpose of attracting attention and stimulating use of materials.

Learning Packets

The Library Extension Agents should be able to assist in the identification of particular types of learning desired for independent or small-group study of a particular topic. An obvious area, for example, might be learning one of the native languages used on the reservation. The production specialist might then develop a series of tapes for study and drill on pronunciation. An accompanying handbook might be developed as well as other learning materials. The learning packet might include a mirror-o-phone or similar device which provides a continuous tape of approximately ten minutes in length. After the person hears the word pronounced, he then has an opportunity to try pronouncing the word himself using the mirror-o-phone. He thus may make a comparison and improve his pronunciation. The variety of learning packets developed is limited only by the ingenuity of the demonstration library project staff member. Through promotion, these packets could be made available to any individual desiring to use them.

Exhibit-Demonstration Displays

Sealed, small, glass-sided display cases containing an exhibit might show the various steps in bead work, for example. Other cases might contain Indian artifacts or pictures of such artifacts or dioramas. Housing for these small displays might be obtained in stores, schools, churches, or wherever people come together. To maintain their value as informal education or information devices, a strict schedule permitting only brief use of a display in any one location should be provided.

Seek and Find

Fundamental to all of the delivery mechanisms provided is the idea embodied in the caption "seek and find". Browsing is the major technique used by people to locate material and information which they desire. Search theory may be applied to books as well as to other objects. The essential idea is that an individual should be successful in locating material which he desires. To do this necessitates that a book collection, irrespective of size, be divided into three categories: most desired, less desired, and least desired. Books which have been successful in satisfying readers are placed in the first category. Those books which do not readily attract are placed in the second, and those which may be useful but are little used are placed in the third. Organizing a collection on the basis of utility to users increases an individual's potential for success in finding desired material through browsing. The organization of books in traditional libraries is based on the totally false notion that every title is equally desirable to readers. As a result, failure rather than success is promoted in the search for materials of interest. It is urged that any materials collection in this demonstration project maximize the possibility of a person seeking information, no matter in what form, having an optimum chance of finding it. If, for example, a book in one of the touring trailers does not attract a reader after being routed around once or possibly twice through the reservation, then that title should be retired to the main Tribal library center and be placed with other books similarly identified in the view of users. Only in this way can the project be successful in satisfying the interest needs of Indians on the Standing Rock Sioux Reservation.

"Indian America" Room

One further delivery mechanism is suggested. The most inviting, attractive, and comfortable room in the Tribal library and information center should be the room devoted to the Indian materials collection. Media in all formats should be available, and a bilingual Sioux who is decidedly service-oriented should be placed in charge. Pride in this room and the collection of materials contained in it should receive maximum attention from the library administration. Hopefully, Indians should see that what this room contains, either through purchase or what they have provided by their own efforts by means of tape recordings, video tapes or any other format, represents a very real contribution on their part to American culture. Ultimately as well as ideally, this room should be a showplace and in time it should gain a national reputation.

Radio Studio Production

Radio is potentially perhaps the most useful communication medium for the area. Transistorized receivers are inexpensive and do not require electrical connections. It would not be financially prohibitive to furnish radios without cost to every household in the community, with batteries replaced at cost.

A transmitter could be located in the center of the reservation with sufficient signal strength to reach every household. Programs should be planned by Indians and transmitted in Dakota language when appropriate. Programming should be based on surveys of community needs and interests. Good radio service could provide the much needed element for developing a unified community spirit.

Frequency modulation (FM) broadcasting holds special promise in that:

1. Small stations are licensed for daytime and nighttime listening.
2. Bad weather will not interfere and reception is consistently reliable.

3. FM bands are sufficiently wide that one or two sub-channels can be used for special transmission and reception. Therefore as many as three programs can be sent on a single channel. Two of them, however, require the use of specially tuned receivers.

The major drawback to using the FM band width is the fact that, for the present at least, FM receivers are more expensive than AM receivers.

Radio studio production is quite appropriate for a library; for decades the public library in Louisville, Kentucky, has had a radio station as part of its operation. In ultimate anticipation of reservation radio studio production, it would be opportune to consider purchase of more radio time from station KOLY than has been purchased at present. The programs produced by Indians should be recorded for a collection which then can be used later on their own radio station.

Transport System

The requirement of a reliable transportation system to serve the Tribal library is obvious. The lack of all-weather roads emphasizes the need for heavy duty trailer transport and four wheel drive Jeeps or similar vehicles to overcome some of the regional transportation difficulties. As the scope of library service increases, the importance of transportation of materials to schools and other sites will also increase. Transportation is essential to breaking down isolation and creating the interaction which will facilitate and stimulate the use of library materials.

Overcoming physical barriers of weather and road conditions is essential if the goal of service to Indians throughout the year is to be achieved.

The lack of public and personal transportation common to the reservation fosters the notion of providing free bus service for library patrons. To institute a much needed public transportation system under the guise of promoting library development, however, is questionable. If this occurs, financial support for the library demonstration project may be jeopardized. An experimental project with specified time limitations, using rented equipment, and providing free evening bus transportation to the library center might be attempted. Careful records and study would have to be made to determine whether bringing patrons to the center would achieve the goal of increased use of materials, or whether it served to document the fact that a system of public transportation was crucial on the reservation for a number of highly personal and individual reasons. Succinctly stated, one must deal with transportation in the district as a problem in its own right rather than as a problem only for the library project.

Conclusion

It should be evident from the delivery mechanisms presented that the consultants in library and media expect traditional library approaches to be utilized. Such activities as story telling, film forums, book talks, discussion clubs, spot radio, television and newspaper announcements, bibliographies, friends of the library groups, Book Week and National Library Week, and the usual displays would be employed. Analysis of these commonly accepted activities should suggest that they are principally publicity and public relations programs and that they are not, generally speaking, delivery mechanisms. Although desirable, these activities do not in and of themselves get materials into the hands of individual users in any great numbers.

LIBRARY PROGRAMS

A number of potential library programs were identified by the library and media consultants. As in the case of delivery mechanisms, no priorities or judgments of value are implied by the order in which the programs are presented. Rather it is the duty and responsibility of key personnel employed in the demonstration library project itself to make such a determination.

Rodeo Records

The library might institute a program in which it would be responsible for maintaining records on the widely known and well attended annual rodeo held on the Standing Rock Sioux Reservation. In addition to a roster of winners and participants in each of the events, also films, slides, video tapes and publicity materials should become part of the library holdings in this program. The value of this program is easily apparent and could be judged a notable contribution of the Tribal library to the community, demonstrating to many that the library plays an active part in life on the reservation.

Art of the Indian Story Teller

Not only is there a well documented need for preserving through recordings the oral history of a community, but this material could also be used in a program devoted to the rejuvenation of story telling as an art form. Gathering a collection of recordings of Indian folk stories might well lead to the development of a program employing this material as a stimulus to continue a rich Indian tradition. Time is of the essence here, in that each year more and more stories are lost forever with the passing of story tellers in the older age group.

Local Area Logs

Although the Standing Rock Sioux Reservation covers a large area, it is nevertheless geographically restricted. As a result logs or journals, including pictures, may be developed for each township in the area. These highly local historical studies could trace the ownership of each parcel of land and provide such information as changes in ownership, construction of buildings with pictures included, and other relevant information. Models for studies of this type exist and may be obtained from major university libraries and archives. The history of a piece of land can provide a basic viewpoint for the history of a people. A program of this type could offer not only a service but give evidence of the fact that the library belongs to the people in order to serve the people. This program, in addition, might foster and contribute to a developing sense of unity within the community and therefore is worthy of consideration.

See It Now

Growing self-respect and identity among Indians fosters the idea for a library program which would be a one-day family heirloom show. With strict protection to avoid any possibility of loss, Indians could be brought together to see and share with one another and perhaps with people beyond the reservation those items which have passed through the family from generation to generation and about which interesting information might be obtained. The production specialist and his staff should be actively involved in such a program to document through photography and oral recording the person, the possession, and the story associated with it. People who might not otherwise see the library as part of their life style might well be encouraged to alter this view if the library, through this program, demonstrated a sincere respect for the individual and the information which he alone can provide.

Retirement Complex

The retirement center affords the Tribal library a rare opportunity of providing a distinctly unified program of activities and services. Not only are the interests and needs of this group distinctive, but language problems may be of paramount consideration. This retirement age group emphasizes the need for production and transformation activities. Whether prepared locally or on a contractual basis with a Dakota language specialist serving in a college or university, materials of interest must necessarily be translated to the native language. Frequently, oral presentations in the Indian language will have to be provided. Materials undergoing this transformation, accumulated over a period of time, should permit the development of a unique collection -- useful at a later date also for instruction to those wishing to learn the native language. Oversize type should be used on all material for this age group. In fact, many valuable approaches may be adapted from the methods used by libraries in provision of service to the blind and the partially sighted. Library materials should be immediately accessible to this group. Materials should be brought to elderly people, and young people should be encouraged to work with them in various ways.

Geneological Library

Growing numbers of people are becoming interested in the history of their own family. Library collections exist which aid in tracing branches of a family and relationships. Likewise, Indians should be given an opportunity to pursue an interest of this type. Archival material could be developed with groups of individuals brought together. Persons with experience in this area might be sought to work with interested groups. Once a geneological record has been developed, a copy of the document should go into the holdings of the library for historical and reference purposes, if possible. Geneological study has the particular advantage of bridging the generation gap and could rightly promote pride among Indians in their heritage.

Arts and Crafts Photographic Record

The resurgence of interest nationally as well as among Indians in handicrafts suggests yet another possible program. Crafts, whether historically Indian in nature or more recent, should be preserved. The library could initiate a program of photographing in color examples of bead work, weaving, pottery making, and even such activities as quilting, garment making and leather work. Files could be set up which would be useful as illustrations of design and thereby encourage preservation and continuation of these highly personalized activities.

Outdoor Drama

The Tribal library might sponsor and, with materials from its collection, support a summer outdoor drama. One possibility readily suggests itself: namely, the historical development of the Standing Rock Sioux Reservation. Extensive demands would be made on the library collections for historical and factual information, costumes, pertinent government documents, customs and practices, recorded tribal music, and many other areas of study necessitated by a dramatization of an historical period. Nearby examples of outdoor dramas are available for study since both Mandan and Medora, North Dakota, have held programs of this type. If the dramatization itself proves financially successful, particularly if some of the expenses are borne by outside funding agencies, acceptance of the contribution of the library to the community will be enhanced.

The Month Ahead: Calendar of Events

To keep people informed of coming activities, programs, and events, the demonstration library project might experiment with a monthly calendar project. Distributed free to all Indians, the calendar would not be set up as a mere listing but rather on a large sheet of paper with squares for each day of the month. In the square for each of the days, radio programs available on AM and ultimately FM, activities sponsored by the Tribal library, television programs of educational value, programs using slides, tapes, filmstrips, or films, and perhaps short descriptions of noteworthy books of special interest would be printed. A service of this type would make reservation residents aware of the wide range of materials available to them in a variety of formats. Many events are unsuccessful not because of poor planning but rather because people are not informed of these events.

Although the ultimate goal is to develop discriminating readers, listeners, and viewers, the availability of the monthly calendar -- with provision of sufficient blank space and paper of a quality which would permit individuals to make notations for purely personal reasons -- could make this library reminder a standard household item. Thus, the calendar could become the focal point to coordinate the many things going on both for the individual himself and for the community as a whole. If successful, demand for the continuation of the calendar of monthly events would remain high and the calendar would be in evidence in homes throughout the community. In addition, it might serve to document the impact of the demonstration library project on the community and thereby attest to the favorable results of the program.

Special Programs

Additional program possibilities are listed and briefly described.

Look, Listen, Learn

A roster of community members could be developed. These people could be paid to give demonstrations on Indian arrowhead making, stone splitting, Indian art motifs, and a variety of additional skills and activities which lend themselves to a demonstration approach.

Indian Author Speaker Series

Indian authors of books on a variety of subjects might be brought to the reservation to share their experiences and promote their books as well as the Tribal library.

Local History Guide Service

Visitors to the reservation would welcome an opportunity to meet Indians personally. The library could publicize a program popularly titled "Get the Indian View", and the library could serve as a clearing house by maintaining a list of Indians who could be called upon. If convenient, and for a set fee, the Indian would meet with the visitors and under his direction the group could tour points of interest around the reservation. These informal person-to-person contacts could foster development of communication skills by Indians and should stimulate interest in materials available from the library.

Speak the Language

A small book, well illustrated and including a phonograph record, might be published. This book and accompanying record could be sold at a profit both on and off the reservation and capitalize on the growing interest in American Indian culture. Such a native language handbook might well serve as a fund raising project for the Tribal library and information center.

Pictorial History of the Reservation

Photographic reproduction for the library of a collection of family pictures with special historical significance might be initiated. Frequently, many pictures retained by families lose their meaning as they pass from one generation to another, and whole scrapbook collections are discarded. The library archives could be enhanced by a program collecting copies of historically valuable pictures.

Indian Boarding School Days

Announcement of this and other topics could be made to bring together Indians who otherwise might not see that they had a contribution to make to the oral history program of the library. Focus on a single topic could encourage Indians to record their memories of particular periods in their lives. Selection and editing of materials of this type might well find a larger audience beyond the reservation itself.

Materials Round-Up

It is expected that no fines will be charged for overdue materials in the demonstration library project. Research and experiments in a number of libraries across the country seem to indicate that charging fines is not effective in getting materials returned. Postal-type deposit boxes made of metal might be placed in communities throughout the reservation during selected weeks of the year. A no-questions-asked, no-penalty-imposed approach might well be successful just as it has been in other communities around the country.

What Do YOU Say?

This program would be an evaluation of materials about Indians by Indians. Done either through group sessions or individual recorded interviews, people who had read a book, for example, would be asked to share their judgment of the book from an Indian viewpoint.

Listen Awhile

A continuous tape recording on a popular topic such as money management, venereal disease, drug problems, and city versus reservation life could be made. A group of individual headsets for listening privately could be attached to the player. Placed in stores, tribal meeting rooms, and other centers, oral information on these topics would be readily accessible.

Summary

A variety of programs has been offered for consideration and possible use in the demonstration library project at Standing Rock Sioux Reservation. A review of these suggestions should reinforce the recommendation that the selection of key personnel -- Production Specialist, Community and Communications Specialist, and Library Specialist -- must be done with the greatest care. It would be highly desirable, perhaps even essential, that in addition an experienced library and media resource person be employed as an advisor on the project. The services of such a person could contribute significantly to the success of the program.

SELF - CONCEPT

Each individual, through experience, formulates a concept of himself as a person. Considering just the area of communications, the vast majority of people do not think of themselves as library users. Although they recognize that other people make use of libraries, they do not believe that libraries are for them. The Tribal library demonstration project has one clearly defined task: to alter the self-concept of the Indians on the Standing Rock Sioux Reservation from their thinking of themselves as non-users of libraries to an acceptance of themselves as users and contributors to a library which is designed specifically for them. The guidelines for administration, collection development, delivery mechanisms, and programs are projected with this idea in mind. If the idea of affecting the Indians' self-concept is accepted as a guiding principle, it should serve to unify, give direction, and lead to success for the Standing Rock Sioux Reservation demonstration Tribal library project.

IMPLEMENTATION: THE NEXT STEP

The proposed model is filled with exciting ideas. Unfortunately, they cannot be implemented all at once. Developing a community of library users requires involvement and development over time. The NIEA project calls for continued development over a three-year period. The next step calls for the involvement of local Tribal officials and citizens with the NIEA project staff to prepare an initial operational plan. This plan must set forth where the implementation phase will start and what the sequential goals and objectives will be. The components of the operational plan must have the approval of both the Tribal Council and the NIEA project staff. This joint planning for implementation is essential to achieving the overall goal of providing relevant library-informational services to Indian people.